

8-1-2019

# Community College Presidents' Leadership Styles And Perceived Impact Of Personal Leadership Style On Faculty Relations

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COMMUNITY COLLEGE PRESIDENTS' LEADERSHIP STYLES AND PERCEIVED  
IMPACT OF PERSONAL LEADERSHIP STYLE ON FACULTY RELATIONS

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A DISSERTATION

Presented to the Affiliated Faculty of

The College of Graduate and Professional Studies at the University of New England

Submitted in Partial Fulfillment of Requirements

For the degree of Doctor of Education

Portland & Biddeford, Maine

September, 2019

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September 2, 2019  
Educational Leadership

## COMMUNITY COLLEGE PRESIDENTS' LEADERSHIP STYLES AND PERCEIVED IMPACT OF PERSONAL LEADERSHIP STYLE ON FACULTY RELATIONS

### ABSTRACT

The purpose of this exploratory multiple case study was to develop an understanding of a group of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. College presidents employed by a two-year college system in the southern United States were asked to complete an online MLQ Leadership Style Survey and a Demographic/Perceptual Questionnaire to obtain this data. A Transformational Leadership Style was identified as the predominant leadership style with a Transactional Leadership Style with Contingent Rewards as a very close second. Findings suggested that the group employed both leadership styles, their relationship with faculty was viewed as good to excellent, and all agreed that their personal leadership style influenced faculty relations, their interactions with faculty as well as faculty retention and faculty vacancies. Presidents associated their personal leadership style with influencing their faculty's sense of value to the organization, the organizational environment, and employee job satisfaction and performance. Four overall themes which emerged included approach to faculty, communication, support and common identity. No previous research was found that explored two-year college presidents' various leadership styles or their perceptions of their relationship with faculty and the manner in which they perceive their

personal leadership style impacts faculty relations. These findings provide a significant contribution to leadership development by contributing to the gap in existing literature and lead to further research to identify how college leaders' leadership style and behaviors and view of faculty may influence and predict perceptions of faculty and contributes to understanding the elements that may affect vacancies in both leadership and faculty. Knowledge obtained could be valuable to the system as a methodology to potentially a) promote a positive work environment for faculty, and b) identify leadership training and hiring opportunities. Recommendations for further study include the replication using a larger sample size, with another two-year college system, at a local college level, and to inform leadership development, hiring and job placement of individuals who would routinely interface with and supervise faculty.

Keywords: *Transformational Leadership, Two-Year College Presidents, Leadership Styles, Perceptions of Faculty, Interactions with Faculty*

University of New England

Doctor of Education  
Educational Leadership

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## ACKNOWLEDGEMENTS

Many thanks to all of University of New England faculty, fellow classmates and my dissertation cohort who have shared this journey. A special thanks to Dr. Boozang, Dr. Galipeau, and Dr. Hornsby for their guidance, support and professional inspiration during the dissertation process. Thank you, Dr. Wentworth, for providing an inspiring example of what it means to be a transformational leader (and calling on those transactional with contingent rewards skills when needed that are so important to the operation of a two-year college!) and to never forget that having been faculty is an important platform in leading, valuing, and supporting faculty. Thank you, Mr. Glass, for also being an inspiring example of a transformational leader (also with those transactional with contingent rewards skills!) and that it is crucial to never forget the importance of finding common ground with others, connecting with others and having those hard conversations with others as needed to ensure an open and civil organizational environment that supports faculty, staff and students. Last, and certainly not least, thanks to my husband David and my children (Rachel, Ben, Henry, and, Sara Jo and DJ) for supporting this three-year journey knowing that it meant long days, nights and weekends away from family adventures and daily activities.

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## CHAPTER I

### INTRODUCTION

A community college is a two-year higher education institution that offers certificates, diplomas, associate degrees and continuing education (*IPEDS data collection system glossary search*, 2018-2019). Community colleges graduate 41% of all college graduates in the United States (American Association of Community Colleges, 2014). Over 40% of faculty and 75% of Community college presidents nationwide are anticipated to retire over the next ten years (American Association of Community Colleges (2014). The American Association of Community Colleges (2014) found that there was a 25-50% faculty vacancy rate in community colleges and college faculty retention rates (a contributing factor to the vacancy rate) varied from 50-75%. The combination of anticipated college leader and faculty retirement as well as vacancy rates has caused alarm within the college educational community (American Association of Community Colleges, 2014). Pierce (2014) indicated that organizational complexity leading to burn-out of both leaders and faculty as well as the projected retirement of experienced educational leaders will result in a lack of leaders in higher education in general and in the community college setting. She explored the question of how colleges and accrediting agencies were developing leaders from within colleges. The capacity of higher education to develop future college leaders from within colleges was also raised by Fusch and Mrig (2011) and the American Association of Community Colleges (American Association of Community Colleges, 2014). Fusch & Mrig (2011) proposed that the resultant gap in available leadership at all levels will only be compounded by continued faculty vacancies and decreased faculty retention. Unless this trend is addressed, community colleges will have difficulty meeting the educational demands of students and the workforce (Fusch & Mrig, 2011).

Strategies to address community college leadership needs, faculty retention, and the ability to develop future college leaders was noted as critical in order to meet the demands of students and employers (American Association of Community Colleges, 2014). Duque (2015) identified a relationship between a leader's leadership style and an employee's intention to leave employment resulting in employee vacancy and retention concerns for an organization. Batch and Heyliger (2014) discovered that the leader's role is critical for faculty members' job satisfaction. These findings further indicated that

[...] demonstration of behaviors related to all transformational leadership aspects and the first dimension (contingent reward) of the transactional leadership that design the leader's role, has been highlighted as necessary for enhancing the faculty members' job satisfaction. (Amin, Kahn, & Tatlah, 2013, p. 89).

Batch and Heyliger (2014) also found that academic leadership styles highly influenced faculty job satisfaction, which can result in faculty retention. Faculty job satisfaction and retention has been a critical concern in community colleges (Pierce, 2014; Duque, 2015). Faculty members' contribution to the success of college organizations and the ability of an educational institution to retain faculty is critical to its success (Cordeiro, 2010). Data from the National Center for Education Statistics indicated that 49% of all employees at community colleges were faculty in 2015 (*Integrated Postsecondary Education Data System*, 2018). An exploration of two-year college presidents' leadership styles and these college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations could provide data that contributes to understanding the elements that may affect vacancies in both leadership and faculty and that could potentially inform leadership training.

This study explored a gap in the literature related to the leadership styles specifically of community (two-year) college presidents. It also explored these presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Minimal research has been directed toward 1) identification of the various leadership styles that exist within a two-year college system and 2) two-year college presidents' perceptions of their relationship with faculty and the manner in which their personal leadership style impacts faculty relations. There was little research that discussed how college presidents have been oriented to assess self-awareness of 1) leadership style; 2) perceptions of their relationship with faculty and 3) the manner in which personal leadership style impacts faculty relations and impacts organizational outcomes such as faculty job satisfaction and retention (Duque, 2015). The possible influence of the college presidents' leadership style and perceptions of faculty as well as the potential of this relationship to affect faculty retention has been determined to be important for the success of a college (Fleming, 2010).

### **Statement of Problem**

Basham (2010) found that the leadership style of college leaders highly influenced organizational culture and the relationships between leaders and followers. It has been determined that college presidents are in a pivotal position to influence the retention rate and job satisfaction level of faculty (Fleming 2010; Basham, 2010). While research has found that a leader's role is critical to faculty retention (Cordeiro, 2010) and that the behaviors of transformational leaders enhance faculty job satisfaction (Batch & Heyliger, 2014), how leaders perceive faculty is less understood.

The examination of the leadership styles of two-year college presidents as well as their perceptions of the relationship with faculty and the manner in which they perceive their personal

leadership style impacts faculty relations can address a gap in higher education literature. While no research has been found that specifically explores community college presidents' perceptions of relationships with faculty and how personal leadership style impacts faculty relations, research was reviewed that explored college presidents' perceptions of trustees (Smith and Miller, 2014), perceptions of demands and competencies of leadership (Adelhoch, 2015), perceptions of distance education (Nobles, 2010), perceptions of a tobacco-free campus (Reindl, 2013), perceptions of intercollegiate athletics (Williams & Pennington, 2006), perceptions of faculty professional development needs (Wallin, 2010), and college leaders' perceptions/strategies for faculty recruitment and retention (Little-Wiles, 2012).

### **Purpose of Study**

The purpose of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which they perceive their personal leadership style impacts faculty relations. College presidents employed by a two-year college system in the southern United States were asked to complete a leadership style measurement instrument and a Demographic/Perceptual Questionnaire.

### **Research Questions**

1. What are the various leadership styles of two-year college presidents within a two-year college system as measured by the Multifactor Leadership Questionnaire (MLQ)?
2. What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?



### Conceptual Framework

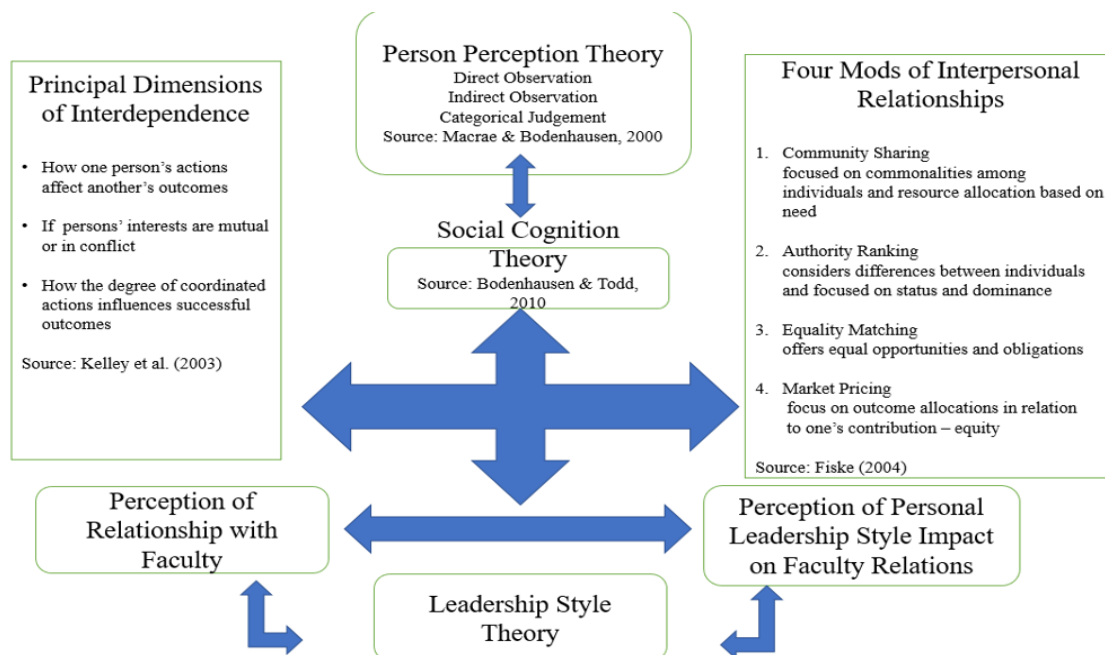
The study explored the leadership styles of college presidents within a southern United States two-year college system and the conclusions that these presidents drew about the relationship of their leadership style, perception of and interactions with faculty on faculty retention. The study was viewed through a conceptual framework consisting of multiple components. Together, the processes of person perception and social cognition along with the concepts of principal dimensions of interdependence, and *mods* of interpersonal relationships provided a framework to view the influence of leadership behavior and perceptions of others on job satisfaction and retention. These processes and concepts provided a foundation to exploring the interconnectedness of leadership style, perceptions of and interactions with faculty and faculty retention.

The conceptual framework for the study originated in a foundational understanding of person perception and social cognition processes. Person perception is focused on the “perceiver’s ability to discern others’ states and traits” (Bodenhausen & Hugenberg, 2009, p. 2). Perception of others may be formed directly (through interaction) or indirectly (inferred information by observation of actions or information from others) that guides the perceiver’s response to others (Bodenhausen & Hugenberg, 2009). Social cognition relates to the development of perceptions and judgments of others (Bodenhausen & Todd, 2010) and allows for the development of perceptions, the interpretation of others as well as the adaptation of individuals in an interdependent environment (Macrae & Bodenhausen, 2000). Interactions between individuals and groups form through person perception and social cognition processes that guide both individual and group behavior (Strack & Forster, 2009). Interactions (as a product of person perception and social cognition) that occur between individuals and groups are

influenced by four tenets known as principal dimensions of interdependence (Kelley et al., 2003). Fiske (2004) built on person perception and social cognition theories and proposed a relational model theory of interpersonal relationships that may be used in interactions between individuals and groups. The relational theory is represented as four relationship structures called *mods*.

The conceptual framework was predicated on an open system of person perception, social cognition, principal dimensions of interdependence, and the four *mods* of interpersonal relationships. These processes interface synergistically with college presidents' leadership style, perception of faculty and in the creation and maintenance of an organizational culture that supports interdependence between presidents and faculty and retention of faculty. Figure 1 depicts this synergistic process.

**Figure 1.** Conceptual Framework



*Figure 1.* Conceptual Framework displaying how one person's actions affect person perception, social cognition, leadership style, perception of relationship with faculty, and perception of impact on faculty relations.

The conceptual framework provided a foundation for exploring a gap in the literature related to the leadership styles of community college presidents as well as the manner in which personal leadership style impacts faculty relations.

### **Assumptions Limitations & Scope**

The identification of the two-year college presidents' various leadership styles provided information on leadership styles across the system. An understanding of the various leadership styles across the system in conjunction with the presidents' perceptions of their relationship with faculty and the manner in which their personal leadership style impacts faculty relations provided a foundational understanding of leadership opportunities and challenges to influence faculty relations and retention within the system.

This research was based on the assumptions that individuals, such as college presidents, form perceptions of others based interpersonal relationships and mutual needs (interdependence). There was also an assumption that there is an open system relationship between leadership style, perception of faculty and faculty retention in concert with tenets of person perception and social cognition, principal dimensions of interdependence and *modes* of interpersonal relationships. An inherent assumption was that the presidents would respond honestly and thoughtfully when completing the leadership style measurement instrument and the perception survey. It was presumed that the college presidents were insightful, reflective, and drew conclusions about the relationship of their own leadership style, perceptions of faculty, interactions with faculty and faculty retention. Transparency of the research process was important to ensure participation in the collection of data.

Limitations for the study existed. As a two-year college system employee conducted the research, the college presidents might have been hesitant to participate. Participation was

voluntary; therefore, the study results may not have represented the leadership style and conclusions of all system college presidents.

The scope of this study was limited to currently employed college presidents of a two-year college system located in the southern United States therefore, findings might be limited to one college system and may not hold true to other systems. While the research was not intended to be generalized, the findings and conclusions provided insight not only to this two-year college system but potentially to other college systems as to the importance of identifying college presidents' leadership styles, perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

### **Significance**

Cooper and Pagotto (2003) as well as Fusch and Mrig (2011) and the American Association of Community Colleges (Schults, 2001) identified an urgent need to address the increasing rate of college presidents, college leaders and faculty vacancies. It has been established that faculty members contribute to the success of college organizations (Cordeiro, 2010). Batch and Heyliger (2014) found that academic leadership styles highly influence faculty job satisfaction, which can result in faculty retention. The ability to retain faculty by ensuring job satisfaction could assist in ensuring that enough faculty are available to meet instructional demands, the system could meet accreditation requirements and contribute to the system's success. The retention of faculty could also create an experienced internal pool of potential college leaders.

Existing studies were conducted related to college students' perception of faculty (Alt & Izkovich, 2016; Arslan & Dinc, 2017; Silva, Gailbraith & Groesbeck, 2016), faculty perceptions of college presidents (Fleming, 2010), college presidents perception of Board Trustees (Plinske

& Packard, 2010), faculty professional needs (Wallin, 2010) and strategies for faculty recruitment and retention (Little-Wiles, 2012). A gap in the literature existed in the area of understanding if college presidents' leadership style contributed to their perception of faculty.

Exploring the various leadership styles of two-year college presidents and their perceptions of their relationship with faculty and the manner in which personal leadership style might impact faculty relations within one system provided a foundation to the identification of system-wide training and educational opportunities for presidents. This provided a platform for training and creation of an awareness among the current college presidents and the system leaders of various leadership styles, existing perceptions of presidents' relationship with faculty and the manner in which personal leadership style impacts faculty relations.

### **Definition of Terms**

**Two-Year College** – A higher education institution that meets the criteria for the IPEDS category of higher education institution of a two -year public agency that offers certificates, diplomas, associate degrees, or continuing education. (*IPEDS data collection system Glossary search*, 2018-2019)

**Faculty Retention Rate** – A measure of the rate at which faculty maintain employment at an institution, expressed as a percentage. Faculty retention rate is calculated by the number of current full-time faculty employees divided by the total number of full-time faculty employees you had at the beginning of your calculation period times 100. (Substance Abuse and Mental Health Services Administration, n.d.)

**Laissez-Faire** – This form of leadership behavior reflects the absence of leadership. The leader takes a hands-off approach by avoiding involvement with followers. This is displayed by

leadership behavior such as “abdicating responsibility, delaying decisions, providing no feedback, and makes little effort to help followers satisfy their needs” (Northouse, 2016, p. 172).

**Management-by-Exception-** This form of leadership behavior reflects a leader who responds only to urgent or emergent situations (fighting fires). This is displayed by taking corrective action only when a follower makes a mistake or only intervenes after a problem has arisen. (Northouse, 2016, p. 172)

**Open System** – This type of system accepts input from other sources and produces a synthesized output as a result of the input components. (Rubin & Goldman, 1968)

**Passive-Avoidant Leadership Style** – This style of leadership “falls to the far-right side of the leadership continuum” and represents a combination of Management-by-Exception (Passive) and Laissez-Faire (avoidant) behaviors exhibited by a leader (Northouse, 2016, p. 172).

**Transactional Leadership Style** – A leadership style that “focuses on the exchanges that occur between leaders and their followers” (Northouse, 2016, p. 162).

**Transactional Leadership with Contingent Rewards** – Contingent reward is a form of transactional leadership that provides for an “exchange process between leaders and followers in which effort by the followers is exchanged for specified rewards” (Northouse, 2016, p. 171).

**Transformational Leadership Style** – A “process whereby a person engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower” (Northouse, 2016, p. 162).

## **Conclusion**

The anticipated retirement of both community (two-year) college presidents and faculty over the next years provides an impetus to retaining faculty and college leaders. The American Association of Community Colleges (2017) proposed that current faculty may be tapped to

address the need for all levels of college leaders (including college presidents). An open, synergistic system between person perception and social cognition processes with principal dimensions of interdependence and the four *mods* of interpersonal relationships provides a lens to explore both two-year college presidents' leadership style and interactions with faculty. The examination of the leadership style of two-year college presidents as well as their perceptions of relationship with faculty and the manner in which personal leadership style impacts faculty relations could lead to a general understanding of how educational leaders perceive faculty. This general understanding could assist in establishing a basis of how leadership style may influence aspects of the faculty experience in the areas of faculty satisfaction and retention.

Findings could provide a significant contribution to leadership development by identifying and contributing to a gap in existing literature about how college leaders perceive faculty. These findings could lead to further research to identify how college leaders' leadership style and behaviors (as developed from leadership behaviors and values) and view of faculty (faculty descriptions/faculty levels and behaviors) may influence and predict perceptions of faculty. Findings could also provide data that contributes to understanding the elements that may affect vacancies in both leadership and faculty and that could potentially inform leadership training. Chapter 2 will review literature examining the characteristics of leadership styles of a college leader, college leaders' perceptions of faculty and how these perceptions may influence faculty retention, and job satisfaction.

## **CHAPTER 2**

### **LITERATURE REVIEW**

The purpose of this exploratory multiple case study research is to develop an understanding of college president's leadership styles within a two-year college system and what these presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. A critical review of literature will be ongoing throughout the data collection, data analysis, and synthesis steps of the study.

This chapter provides a critical review of literature and explores literature related to college presidents' leadership styles, their perception of their relationship with faculty, the impact of personal leadership style on faculty relations and outcomes of those relations such as faculty job satisfaction and faculty retention. Current and historical bodies of literature reviewed include the general tenets of transformational, transactional, and passive/avoidant leadership styles in general as well as in higher education to provide a background and understanding of identified leadership styles and how this may relate to their perception of faculty. Literature related to general perceptual theories and research was reviewed to provide a framework for understanding how perceptions influence behaviors. An understanding was developed of how leadership styles influence leaders' perceptions of their relationships with faculty as well as the impact of personal leadership style on faculty relations and how they may potentially influence faculty satisfaction and retention. A thorough review of available research related to perceptual work and college presidents' perceptions within higher education was conducted. Research exploring faculty retention theory, reasons for retention or turnover, faculty retention and turnover in higher education, and specific studies related to leadership styles and faculty retention were explored to the understand relationships between these stated factors. Literature



related to leadership theory, leadership styles, and the interrelated, dynamic relationship of college president's perceptions of college constituencies and activities provides a context to understanding of presidents' perceptions of their relationship with faculty and how personal leadership style impacts faculty relations.

### **Leadership and Leadership Styles**

Researchers have explored leadership characteristics and leadership styles to describe the concept of leadership and group characteristics into leadership styles. Burns' (1978) seminal work on leadership became the basis for future leadership style research. He explored leadership in general across many leadership environments as a means of conceptualizing leadership behaviors and characteristics into distinct leadership styles. He described leadership as "inducing followers to act for certain goals that represent the values and the motivations--the wants and needs, the aspirations and expectations--of both leaders and followers" (Burns, 1978, p. 19). Burns identified two basic types of leadership: transactional and transforming (p. 4). He characterized transactional leadership as a leader to follower exchange of one thing for another (Burns, 1978, p. 4). Transforming leadership resulted in converting followers into leaders based on a "relationship of mutual stimulation and elevation" (p. 4). He described transforming leadership as more complex and potent than transactional (Burns, 1978, p. 4). Bass & Avolio, (1993) built upon the work of Burns and expanded research of leadership styles. This research focused on transactional and transformational leadership styles and gained attention as those in business and industry began to realize the influence of leadership style on an organizational culture (Bass & Avolio, 1993, 114). It has been suggested "both transformational and transformative leadership theories share some common roots" (Burns, 1978, p. 564).

## **Transformational Leadership**

Langston University (2018) defined transformational leadership as “a leadership approach that causes change in individuals and social systems” (Langston University, 2018, p. 1). Robbins & Coulter (2007) expanded definition of transformational denotes leadership as a person who stimulates and inspires (transforms) followers to achieve extraordinary outcomes (as cited in Odumeru, 2013, p. 356). Basham (2010) described transformational leadership as a group of concepts that influence and support a leader’s ability to lead an organization. This group of concepts includes the ability to create a vision, cultivate a shared purpose through a mission/vision strategy, recognize and respond to change, partner with followers to develop a shared purpose, and create a both a collaborative and learning environment (Basham, 2012).

## **Transactional Leadership**

Frooman, Mendelson, and Murphy (2012) suggested that transactional leadership is “a social exchange process” (p. 450) in which a leader exchanges rewards for services rendered. Basham described transactional leadership as centered on exchanges based on contingent rewards and management by exception (2012, p. 18). Transactional leadership has been defined by Groves and LaRocca (2011) as “leadership that supports the status quo through mutual leader and follower self-interests across three dimensions: contingent reward, active management-by-exception, and passive management-by-exception” (p. 513). Bass and Avolio (2015) stated that transactional leaders display behaviors that are associated with constructive and corrective transactions (p. 103). The constructive style is known as contingent rewards and the corrective style is identified as management by exception, which may be identified as either active or passive management-by-exception (Bass & Avolio, 2015, p. 104).

The constructive style of transactional leadership is known as contingent rewards. Contingent rewards may be defined as an “exchange process between leaders and followers in which effort by followers is exchanged for specified rewards (Northouse, 2016, p. 171). Groves and LaRocca (2011) described contingent rewards as a dimension. Frooman et al. (2012) defined contingent rewards as one of four styles of transactional leadership that uses positive methods or rewards followers. Contingent rewards are also described as the exchange between leaders and followers in which effort of the follower is exchanged for a specific reward, such as salary (Basham, 2012). Transactional contingent reward leadership “clarifies expectations and offers recognition when expected levels of performance of the goals are achieved” (Bass & Avolio, 2015, p. 104). The transactional leader using contingent rewards will identify specific performance targets, make the expected reward clear, specify responsibility for achievement and provide assistance as needed (Bass & Avolio, 2015, p. 104).

The corrective style of transactional leadership has been identified as management-by-exception (Bass & Avolio, 2015, p. 104). Northouse (2016) described management-by-exception as involving “corrective criticism, negative feedback, and negative reinforcement” (p. 171). The transactional leader that uses the corrective style may use active management-by-exception. This leader specifies compliance standards, defines poor performance, closely monitors for mistakes and only intervenes to punish or correct when performance expectations are not met (Bass & Avolio, 2015, p. 105). Northouse (2016) described active management-by-exception as “focused on monitoring task execution for any problems that might arise and correcting those problems to maintain current performance levels” (p. 169).

The concept of passive/avoidant leadership as a leadership style was suggested by Avolio et al. (1999), and combined the two transactional passive approaches of management by

exception-passive (MBE-passive) and laissez-faire which are “positioned at the bottom of a hierarchy of effectiveness” (Bass, 2008). Bass and Riggo (2006) suggested that in a passive/avoidant leadership style a leader only acts if a problem occurs (MBE-passive) or leadership is absent (laissez-faire). Bass and Avolio (2015) defined passive/avoidant leadership as reacting only after problems have become serious enough to take corrective action and may avoid making any decisions at all (laissez-faire) (p. 106). Behaviors exhibited by this leader include avoidance in specifying agreements, clarifying expectations, and does not provide performance expectations. Bass and Avolio (2015, p. 107) have found that the passive/avoidant form of transactional leadership has a negative effect on desired outcomes.

### **Comparison of Transformational and Transactional Leadership**

A transformational leader draws from a personal value system, provides moral leadership, and is engaged with others “in such a way that leaders and followers raise one another to higher levels of motivation and morality” (Burns, 1978, p. 20). The transactional leader operates an exchange of things (such as salary, position, benefits desired by follower) in order to realize independent objectives (Burns, 1978, p. 425). The transformational leader promotes change and a transactional leader maintains the status quo (Basham, 2012, p. 37). Hay (2007) conducted an extensive literature review to identify key differences between transformational and transactional leadership characteristics. Table 1 describes these key differences.

Table 1

*Key Differences between Transactional and Transformational Leader Characteristics*

| Key Characteristic              | Transactional Leadership  | Transformational Leadership  |
|---------------------------------|---|--|
| Leadership                      | Leadership of the status quo  | Leadership of change   |
| Focus                           | Social and economic exchanges between leaders and followers.<br>Use of contingent rewards.  | Disseminates new values, mission, vision, and strategy to initiate change.   |
| Leader-Follower Relationship    | Exchange of needs and services to meet independent objectives. Motivates by identifying and meeting follower self-interest needs. Follower response is based on compliance. Supervision important. Founded on follower need to make a living by completing tasks. Follower mentoring focuses on evaluation. | Relationship based on a shared purpose. Strives to raise follower needs to a higher level to develop followers into leaders. Follower response based on commitment. Minimal supervision. Founded on follower need for meaning. Follower mentoring focuses on personal development. |
| Work Structure                  | Focuses on situational Authority, power of leader. Leader focuses on day to day needs. Supports structures and systems that emphasize outcomes.   | Focuses on personal power of individual, values, ethics. Leader focuses on long-term issues. Aligns structures and systems to values and goals.  |
| <i>Note.</i> Source: Hay (2007) |   |  |

General leadership research focused on leadership styles tends to be comparative in nature. The research compares transformational and transactional styles in relation to influencing leadership behaviors such as leaders as mediators (Ewen et al., 2013) and leaders' ethical values (Groves & LaRocca, 2011). A meta-analysis of transformational vs. transactional leadership theories conducted by Odumeru (2013) explored available research. McCleskey (2014) compared situational, transformational, and transactional leadership and leadership styles. Chaudhry and Javed, (2012) compared transactional and laissez-faire leadership styles on motivation. Frooman et al. (2012) compared the effect of transformational and passive/avoidant leadership styles on employee absenteeism. These studies collectively indicated that, regardless

of the behavior being studied, a common hierarchy of leadership style effectiveness existed with the highest ranking of effectiveness being transformational leadership, followed by transactional with the use of contingent reward, then situational leadership and passive/avoidant as the least effective leadership style.

### **Leadership in Higher Education**

Marion and Gonzales (2014) researched leadership characteristics and styles in institutions of higher education. Leadership characteristics and styles of college presidents were also explored by the American Association of Community Colleges (AACC, 2014) and Basham (2012). Pierce (2014), an experienced college president, explored effective college governance which included pathways to the college presidency, required leadership characteristics and styles, and preparation of college leaders. She suggested that working with faculty as a specific constituency group should be considered as a critical component of any college leadership development strategy and is important to creating a positive leadership environment in higher education. A study by the AACC (2017) looked at the pathway to the college presidency and found that 41% of Community college presidents have held leadership positions in academic affairs, 17% held college leadership positions outside of academic affairs and 11% were hired from outside of higher education and identified a need for college president development (p. 1). Stubbe (2008) sought to identify if gender differences of transformational college presidents contributed to leadership success but found there was no identifiable gender difference or specific pathway to leadership development for leadership preparation and development.

The AACC Competencies for Community College Leaders was first developed in 2005 as a result of work by the AACC to identify core competencies needed for effective leadership of community college/higher education leaders in creating/managing a successful organizational

culture. Due to concerns among is membership related to 1) the retirement rate of community college presidents; 2) the dismissal of presidents due to mistakes or not being a good organizational fit and 3) the increasing faculty vacancy rate and decreasing faculty retention rate, the AACC developed the document to serve as an aspirational tool that would provide a framework for institutional and individual leadership development as well as a reference for individual career progression. The 3<sup>rd</sup> Edition released in 2018 contains 11 focus areas that were identified with subsequent competencies developed within each area of focus. The eleven focus areas are organizational culture; governance, institutional policy, and legislation; student success; institutional leadership; institutional infrastructure; information and analytics; advocacy and mobilizing/motivating others; fundraising and relationship cultivation; communications; collaboration; and personal traits and abilities.

One of the first researchers who used the AACC Focus areas to seek insight from presidents was Stubbe (2008). Using the AACC Core Competencies as a framework, McNair (2010) explored the preparation and required competencies of Community college presidents for leadership success (as perceived by college presidents). Findings revealed that the number one competency essential to effective performance as expressed by 90% all respondents was the ability to manage conflict and change to ensure long-term college viability. Sixty-nine percent of respondents indicated that the competency to implement a system of recruitment, rewards, and retention of personnel was critical. Ninety-three percent of these respondents believed that on-the-job experience was the best way to gain competency in these two areas. McNair, Duree, & Ebbers (2011) built on McNair's (2010) quantitative research to explore the qualitative responses to asking community college presidents the question: "If I only knew then...." (McNair et al., 2011, p. 10). Top responses included a better ability to understand and manage resources

(primarily faculty and staff) and collaborate with internal and external groups. Several presidents indicated that having achieved presidency through academic affairs progression provided insight into understanding faculty. Commonalities within this body of research are the ability to understand the internal constituencies of faculty and staff as a method of limiting the conflict management aspect of the position.

### **Leadership Styles in Higher Education**

The leadership style of college presidents influences the organizational environment of those being led (McNair, 2010). Leithwood (1992) determined that the college president is the key strategic source where leadership should originate within a higher education institution. The ability of a college president to recognize the need for providing a vision, purpose, values that result in a clear and consistent direction is critical to meeting the needs of a higher education institution (Basham, 2012). Alexander (2000) proposed that a president's ability to create an environment built on a partnership with followers (such as faculty) was crucial to lead change and meet the needs and obligations of higher education institutions. Basham (2012) concluded that while college presidents with a transformational leadership style are best suited to create a partnership environment, the most effective college president is one that can use a leadership approach of transformation or transactional with contingent rewards depending upon the situation.

**Transformational Leadership Style.** McKee and Smith (2006) looked at the importance of leaders creating relationships within the context of a transformational leadership style. They found that leaders must create positive and powerful relationships with others and be highly attuned to themselves and others in order to encourage optimism, teamwork, and innovation. As discovered by Davis (2010), a transformational leadership style lends itself to



creating a collaborative environment between administration, faculty, and colleagues. Basham (2010) explored leadership in higher education and specifically, transformational and transactional leadership styles. During this exploration, individual qualities of the leader as well as a leaders' ability to work with groups (including faculty) were identified. Leaders were asked to rank practices and major challenges affecting higher education. Basham (2010) concluded that a college leader needs a mixture of transformative and transactional practices. Kimmens (2014) exploration of college presidents' leadership practices at high-performing community colleges identified eight themes or practices that are reflective of leadership styles. Six of the themes (collaboration with internal and external groups, inclusive environment, innovation, communication, relationships, and continuous improvement) align with attributes of transformational leadership style. Brimhall's (2014) dissertation focused on effective community college president's leadership strategies using the AACC competencies. Her findings identified 27 themes that were aligned with the AACC competencies. The doctoral dissertation of Mangum (2013) attempted to connect transformational leadership with the AACC competencies. She found that transformational leadership theory possesses "a set of attributes and elements applicable to the needs of contemporary leadership" (Mangum, 2013, p. 81) and that a transformational leadership style coupled with the AACC competencies created a positive community college environment.

**Transactional Leadership Style.** Basham (2010) explored transactional leadership effectiveness in higher education and identified two transactional factors instrumental in leadership: a) contingent rewards (bonuses, job incentives, salary, benefits) and b) positive management by exception that provides criticism but prevents negative situations from occurring. Basham determined that while this second element is necessary, it does not allow for

individual's need for self-actualization (Basham, 2012, p. 18) and can lead to frustration on the part of both the leader and the follower. Kimmens' (2014) exploration of college presidents' leadership practices at high-performing community colleges identified three themes (outcome/data measurement, student success monitoring, and marketing) that align with transactional leadership as they influence contingent rewards.

**Passive/Avoidant Leadership Style.** Avolio et al.(1999), during the development and research of the Multi-factor Questionnaire (MLQ), first proposed the combination of two transactional passive approaches to leadership (passive management by exception and laissez-faire). This combination became known as the Passive/Avoidant leadership style. Basham (2010) explored negative management by exception of higher education leaders. This style incorporates a leader's passivity (employee only receives recognition when errors occur) and laissez-faire approach to employees (Basham, 2010, p. 18). He concluded that the passive/avoidant leadership style was the least effective leadership style in higher education. Kimmens' (2014) exploration of college presidents' leadership practices at high-performing community colleges did not identify any themes that aligned with a passive/avoidant leadership style.

### **Types of Leadership Style Instruments**

The ability to effectively understand and measure leadership style can facilitate a leader's self-awareness and potentially could serve as one predictor of success as a leader. Research in exploring leadership theory and leadership styles in general as well as in higher education all reference the seminal work of Burns (1978), Bass and Avolio (1993), Avolio et al. (1999), Bass et al. (2003), and Bass and Riggo (2006). Research focused on understanding Community college presidents' leadership style and characteristics (Basham, 2010; Varol & Varol, 2012;

Mangum, 2013; and Kimmens, 2014) was reviewed. All conclude that a hybrid approach of transformative leadership style and transactional (with contingent rewards) yields the most productive community college environment and positive relationship with internal constituencies such as faculty. Passive/Avoidant leadership style is the least effective leadership style and approach (Basham, 2010).

Table 2

*Instruments Used to Collect Data of Leadership Styles*

| Instruments Used  | Researchers  |
|---|--|
| Interview   | Adelhoch, 2015; Amin et al., 2013; Little-Wiles, 2012; O'Meara et al., 2014  |
| Survey  | American Association of Community Colleges, 2014; Basham, 2012; Fusch & Mrig, 2011; Hutto, 2017; Jehn, 1997; McKee & Smith, 2006; Nobles, 2010; Smith & Miller, 2014; Stubbe, 2008 |
| Multi-Factor Leadership Questionnaire (MLQ)   | Basham, 2010; Bateh & Heyliger, 2014; Duque, 2015; Harash, 2010;   |
| Spector Job Satisfaction Tool   | Harash, 2010   |
| Turnover Intentional Scale  | Duque, 2015  |
| Academic President Behaviors Inventory (APBI)   | Fleming, 2010  |
| Online Data Collection  | Box-Steffensmeier et al., 2015   |
| <i>Note. Note. Summary of Data Collection Instruments Used to Measure Leadership Styles</i> |  |

Methodologies to collect data related to demographical and perceptual information as well as leadership style include qualitative, quantitative, and mixed methodologies. As the literature was reviewed, data was gathered to identify the leadership style measurement tool and the researcher name. This data was then organized into a table to provide a survey of leadership style measurement instruments. The varied instrument types described in Table 2 have been used in leadership style research.

Basham's (2010) findings indicated that a transformational leadership style coupled with transactional contingent rewards was most effective in creating a positive organizational culture in higher education. Passive/Avoidant leadership style in higher education was found least effective (Basham, 2010). Varol and Varol, (2012), in their study of transformational and transactional leadership in higher education, found that both styles have strengths and weaknesses and that a "hybrid approach which combines the best of both techniques" (p. 279) results in increased organizational performance.

### **Leadership Styles and Faculty Retention**

Minimal research has been conducted that studies certain aspects of the relationship between the leadership style of college leaders and job satisfaction and retention. As Amin, Kahn, and Tatlah (2013) discovered, leadership style does influence faculty members' job satisfaction. Bateh and Heyliger (2014) examined the impact of transformational, transactional, and passive/avoidant leadership styles as a predictor of job satisfaction in college faculty. It was found that colleges that were led by college presidents with either a transformational or transactional leadership style had increased faculty satisfaction. Harash (2010) identified higher faculty satisfaction when faculty were led by leaders with a transformational style and use of contingent rewards (transactional). O'Meara, Louder, and Campbell (2014) explored how faculty and leaders explain why faculty leave. Findings suggested that the reasons faculty leave are framed by faculty colleagues and administration in a way that is flattering to the organization and the work environment. A study conducted by Duque (2015) focused on how leadership styles led employees to consider leaving an organization. Duque identified a relationship between a transactional style of passive management-by-exception and an employee's intention to terminate employment, which would impact faculty retention. Pierce's (2014) experiences as

a college president led her to reflect that the failure of a college president to work collaboratively (a characteristic of a transformational leader) with faculty can cause faculty to become increasingly alienated and ultimately results in decreased college admissions and faculty retention.

Box-Steffensmeier et al. (2015) were interested in whether the gender of a transformational or transactional leader provided a further variable in faculty retention. They identified that there was no evidence that the gender of a transformation or transactional leader affected faculty retention. Reasons for faculty departure were mentioned briefly and the authors suggested that understanding why faculty leave employment in the areas of financial reasons, congruence with organizational culture, and leadership style were anecdotally mentioned by participants.

Little-Wiles' (2012) doctoral dissertation explored the relationship between leaders' perceptions of faculty recruitment and retention during economic crisis. This qualitative study used interviews with college presidents to identify leadership style and perceptual emergent themes related to retention. This study provides a model to perhaps replicate in the current research as it ties leader perceptions to faculty retention. An article by Hutto (2017) described his attempt to link faculty employment status to student retention. This article may be useful in supporting the tenet that faculty retention is important because it contributes to student success. In turn, the study underscores the importance of faculty retention and understanding leaders' perceptions of faculty that influence organizational culture. The relationship between organizational assimilation of newcomers and organizational culture has been reviewed by Louis (1980). A component of the findings addressed how a college's culture is influenced by the president's leadership style and the importance of leaders ensuring a positive and welcoming

perception of the new employee to the college culture. A prominent result was that faculty retention was affected and departure of newcomers occurred because new faculty did not feel welcomed. It suggested that leaders influence the organizational culture as either welcoming or unwelcoming.

### **Person Perception and Social Cognition Theory**

General perceptual theories of Person Perception and Social Cognition provide a framework for understanding how perceptions influence behaviors. Person perception theory relates to a general tendency of people to form impressions of other people. Person perception is formed either indirectly (inferred information obtained by observation of actions or second-hand information) or directly. Direct person perception is non-inferred observation of characteristics that the observer categorizes (known as categorical representations or stereotypes) resulting in categorical judgements such as the perception of gender, race, age, sexual orientation and dispositional characteristics (Bodenhausen & Hugenberg, 2009). Perceivers draw on categorical representations to make sense of and process perceptions of others (Macrae & Bodenhausen, 2000). Ross and Nisbett (1991) determined that person perceptions can be very accurate, and that person perception is the foundation for how individuals perceive others predicated on how an individual responds to, evaluates, interacts with, and ultimately adapts to.

Social cognition theory builds upon person perception elements to understand how individuals form conceptions of persons, which are then expanded to formulate conceptions of relationships. Conceptions of persons are formed to allow for the interpretation and adaptation of individuals in an interdependent environment (Bodenhausen & Todd, 2010). Perceivers draw on formed categorical judgments and further refine these judgments through active reasoning, automatic inferences, projection, stereotyping, and individuation (Bodenhausen & Todd, 2010).

Individuation occurs when a perceiver has extended experience with the individual. The perceiver then forms a more multidimensional impression of the individual. This multidimensional impression can serve as a basis for influencing social impressions and “building social-categorical representations that can be applied to the same set of actors, under different circumstances” (Bodenhausen & Todd, 2010, p. 166).

Formation of conceptions of relationships is scaffolded on conceptions of persons to understand the context of the interdependent social situations such as a workplace. Reis (2008) suggested that the well-being of individuals within situational structures (such as a workplace) is predicated on mutual interdependence. A successful interface between social situation structure and interdependence is underpinned by four principles of interdependence: (a) how one person’s actions affect another’s outcomes, (b) how power is distributed, (c) if persons’ interests are mutual or in conflict, and (d) how the degree of coordinated actions influences a successful outcome (Kelley et al., 2003). Fiske (2004) described four basic relationship structures of interpersonal relationships (called *mods*) that may be seen in a workplace environment. These mods include (a) community sharing (focus on commonalities among individuals and resource allocation based on need), (b) authority ranking (differences between individuals and focused on status and dominance), (c) equality matching (offers equal opportunities and obligations), and (d) market pricing (focuses on outcome allocations in relation one’s contribution–equity).

Strack & Forster (2009) determined that person perception and social cognition tenets play a role in guiding behavior. As a result, perceptions and conceptualizations of individuals or groups influence the perceptions and conceptualization of relationships that are subsequently established. An understanding of how perceptions are developed coupled with continuous interaction between the individual (president or faculty), interdependent relationships (president

and faculty), and the social structure of a workplace lends itself to exploring how a college president perceives a defined group (faculty). Exploring college president conclusions about the relationship of their leadership style, their perceptions of and interactions with faculty and faculty retention can provide insight into the interconnectedness of personal and social relationships.

### **Perceptual Research in Higher Education**

The collection of perceptual data within the arena of higher education covers a wide range of topics. There are numerous studies that have reviewed college students' perception of faculty (Alt & Izkovich, 2016; Arslan & Dinc, 2017; Silva, Gailbraith, & Groesbeck, 2016), college staff perceptions of faculty (Gailbraith, Garrison, & Hales, 2016; Silva, Galbraith, & Groesbeck, 2017), and faculty perceptions of college activities (Graham, 2017; Lawrence & Ott, 2013; Premkumer, Moshynskyy, Sakai, & Fong, 2017). Existing studies have been conducted related to the perception of college presidents by faculty (Fleming, 2010) and trustees (Plinske & Packard, 2010).

### **Presidential Perceptions within Higher Education**

A minimal amount of research has been conducted related to college presidents' perceptions of various aspects of higher education. Smith and Miller (2014) explored college presidents' perceptions of trustees. Adelhoch (2015) conducted a qualitative study exploring college presidents' perceptions of the demands and competencies of leadership in the college setting. It was found that college presidents frequently mentioned communication (and communication specifically with faculty) as a needed competency and a challenge. Stubbe (2008) also discovered that college leaders ranked faculty relations in the top eight of community college leaders' challenges. The Alabama community college presidents participated in a



doctoral dissertation (Nobles, 2010) to identify their perceptions of distance education. A focus of the study was to determine if support and training opportunities for faculty were adequate. The presidents' perception was that faculty resources were adequate. College presidents' perspectives of contemporary issues in community college have also been explored by Torres & Evans (2005). Hall's dissertation (2008) explored how California college presidents' perceptions of marketing influenced the performance and funding of community colleges. College presidents' perceptions have also been sought on tobacco-free campuses (Reindl, 2013) and intercollegiate athletics in community colleges (Williams & Pennington, 2006).

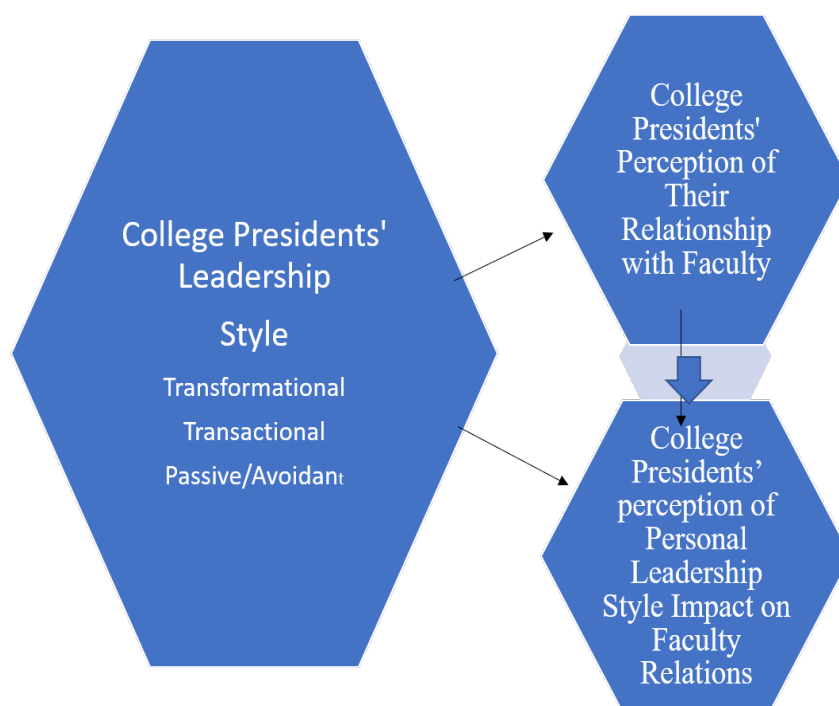
### **Presidential Perceptions of Faculty in Higher Education**

Despite many studies exploring college presidents' perceptions within higher education, the perception of faculty by college presidents has not been as thoroughly explored. In fact, only two studies were located during this literature review. The first was conducted by Wallin (2010) who sought to understand community college presidential perceptions of faculty professional development needs. It was found that presidents understand faculty development needs and are committed to providing an environment and opportunities to improve instruction. The second study by Little-Wiles (2012) examined college leaders' perceptions and strategies related to faculty recruitment and retention. This dissertation found that communication, transparency, and administrator/faculty relationship were crucial to faculty recruitment and retention. While this study did not evaluate the presidents' perception of faculty it did attempt to qualify the administrator/faculty relationship. A significant gap in the literature exists as there is no research that explores two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

## Conceptual Framework

The conceptual framework explores the topics of college presidents' leadership style, perceptions of faculty, and faculty retention that converge to provide a conceptual foundation and context to understand possible relationships. These topics support the exploration of how leaders' think about and perceive faculty. Figure 2 demonstrates how a topic might influence another.

**Figure 2** Relationship between President's Leadership Style and Perceptions of Faculty



*Figure 2.* Schematic of the Convergence of College Presidents' leadership style, and perception of relationship with faculty and impact of leadership style on faculty relations

An understanding of how perceptions influence behaviors and potentially leadership styles of college presidents' is critical to understanding the leadership styles of college presidents and the presidents' perception of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Research related to college presidents' perceptions of

issues, while limited, are focused on college presidents' perceptions of trustees (Smith & Miller, 2014), distance education (Nobles, 2010), faculty job satisfaction (Harash, 2010), and leadership demands and competencies (Adelhoch, 2015). Relationships between leadership style and perceptions of various college related activities is supported in several studies (Amin, Kahn, & Tatlah, 2013; Bateh & Heyliger, 2014; Duque, 2015; Little-Wiles, 2012; O'Meara et al., 2014). The literature that addressed college educational leaders' perceptions specifically in relation to faculty revolves around faculty retention (Little-Wiles, 2012) and professional development needs of faculty (Wallin, 2010). Leadership theory, leadership styles and the interrelated, dynamic relationship as to how groups within an organization perceive other groups provides a context to understand how leadership style and perceptions of faculty may contribute to faculty retention. No research has been identified that specifically explores two-year college presidents' perceptions or attitudes of faculty in general or how these perceptions are influenced by leadership style. The interplay of leadership styles and presidential perceptions of faculty could be a contributing factor or variable in faculty retention. Gaps in literature exist in understanding two-year college presidents' perceptions of faculty and how the leadership style of these presidents influences faculty retention.

This conceptual framework provides a means to understand college presidents' perceptions of faculty as an element of leadership style and the college's faculty retention rate. Cordeiro (2010) found that faculty members contribute to the success of colleges and the ability of an educational institution to retain faculty is critical to its success. The perception of faculty by a college president may be influenced by the president's leadership style. The leadership style could be predictive of how a college president perceives faculty. If how a president perceives faculty varies by leadership style, then individual leadership style may impact faculty relations.

These findings could potentially be used to enhance presidents' relationships with faculty and the manner in which personal leadership style impacts the president/faculty relationship by selecting leaders with a specific leadership style. Amin et al. (2013), found that

demonstration of behaviors related to all transformational leadership aspects and the first dimension (contingent reward) of the transactional leadership that design the leader's role have been highlighted as necessary for enhancing the faculty members' job satisfaction and retention and providing a positive relationship between leaders and faculty. (p. 89)

If this premise is true, then, in theory, a variable in the retention of faculty could be awareness of the leadership style of a college president. As a predictive precursor, the perception of faculty by a potential leader may predetermine a leader's future success. As such, self-awareness and reflection of leadership style and how a specific leadership style impacts perception of faculty and faculty retention could be a critical component of leadership training.

The four principles of interdependence described by Kelley et al. (2003) coupled with the tenets of Fisk's (2004) four relationship structures models used to explain the structure of interpersonal relationships contain descriptors similar to the transformational and transactional leaders' characteristics in Figure 1 Conceptual Framework (displaying how one person's actions affect person perception, social cognition, leadership styles, perception of faculty, and faculty retention) presented in Chapter I.

A conceptual framework based on personal perception theory and social cognition theory provides a foundation for understanding the perception of faculty by college presidents. Viewing faculty through a categorical judgement lens within the context of interdependence and a social structure of the college environment could provide a greater understanding of the dynamics between college presidents and faculty.

### **Chapter Summary**

The literature review consists of relevant research surrounding the topics of establishing relationships between leadership styles and organizational culture, leadership styles and faculty job satisfaction and retention that support exploration of how leaders think about and perceive faculty. Research related to perceptions of presidents, while limited, are focused on their perceptions of trustees (Smith & Miller, 2014), distance education (Nobles, 2010), faculty job satisfaction (Harash, 2010), and leadership demands and competencies (Adelhoch, 2015). Incorporation of leaders' perceptions of their own leadership style as contributing information while researching other topics are found in several studies (Amin, Kahn, & Tatlah, 2013; Bateh & Heyliger, 2014; Duque, 2015; Little-Wiles, 2012; O'Meara et al., 2014). The literature that addresses college presidents' perceptions specifically in relation to faculty revolves around faculty retention (Little-Wiles, 2012) and professional development needs of faculty (Wallin, 2010). A gap in literature exists as no research has been found that specifically explores a) two-year college presidents' various leadership styles and b) their perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

### **CHAPTER 3**

#### **METHODOLOGY**

The purpose of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. College presidents have been determined to be in a pivotal position to influence the retention rate and job satisfaction level of faculty. While research has found that a leader's role is critical to faculty retention (Cordeiro, 2010) and that the behaviors of transformational leaders enhance faculty job satisfaction (Batch & Heyliger, 2014), how leaders perceive faculty has been seldom studied. Guiding theories of person perception and social cognition coupled with relational theory vested in interpersonal and interdependent dimensions could influence and guide behaviors that are similar to behavioral elements within transformational, transactional, and passive-avoidant leadership styles.

An exploration of two-year college presidents to identify leadership styles as well as their perceptions of their relationships with faculty and the manner in which personal leadership style impacts faculty relations may provide a foundational understanding of various leadership styles of two-year college presidents as well as identify training and educational opportunities related to leadership styles, perception of relationship with faculty, impact of personal leadership style on faculty relations and ultimately organizational culture. No research was found that specifically explored two-year college presidents' leadership styles and the perceptions that these presidents have of their relationship with faculty and the impact of personal leadership style on faculty relations.

A case study is an exploratory form of inquiry that can depict an in-depth picture of the unit of study (Creswell, 2015). A group of 21 college presidents employed within one two-year college system that consisted of urban to rural institutions located in the southern United States provided a rich environment to explore how college presidents' leadership styles may vary. Bloomberg and Volpe described a case study as "an intensive description and analysis of a bounded social phenomenon" (2016, p. 46). The social phenomenon that was explored was that of the shared experience of leadership of a community college within a technical college system. Exploration of the various leadership styles and the presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations provided a baseline of collective data to address the gap of minimal research of perceived relationships between these elements. A collection of aggregated college presidents' demographic data as well as common themes from coded open-ended questions that explored conclusions that the presidents drew about the relationship of their leadership style, their perceptions of and interactions with faculty and faculty retention, described a social phenomenon that had not been explored. The exploratory case study allows the researcher to identify qualitative data (themes) for potential future follow-up quantitative research (Creswell, 2015, p. 547).

### **Research Questions**

1. What are the various leadership styles of two-year college presidents within a two-year system as measured by the Multifactor Leadership Questionnaire (MLQ)?
2. What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?

### Setting

Two-year college presidents employed within one college system located in the southern United States, with a focus on workforce development, served as the setting for this research. Technical and community college education coupled with workforce development has been a national priority as evidenced by the federal focus and funding that it has been receiving. The United States Department of Education (ED) Office of Career, Technical, and Adult Education (OCTAE) administers and coordinates programs that are related to adult education and literacy, career and technical education, and community colleges (United States Department of Education Office of Career, Technical, and Adult Education, 2016). Workforce development through the community and technical colleges has been receiving a significant amount of attention and investment to expand its educational opportunities. The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) became law in 2018 and went into effect on July 1, 2019 and brought an annual federal investment of \$1.2 billion to career and technical education (Perkins Collaborative Resource Network (PCRN), n.d.). Multiple federal funding initiatives for career and technical colleges have gained acceptance and momentum including, but not limited to, high school dual enrollment initiatives, Workforce and Innovation Act (WIOA), Career Pathways Systems (PCRN National Initiatives, n.d.) as well as Department of Labor Workforce investments such as the American Apprenticeship Initiatives Grants (Workforce Investment Apprenticeship, n.d.).

A two-year college system located in the southern United States served as a vocational/technical and career-oriented two-year college system for the state. It provides oversight to the state's regionally accredited 22 colleges, 88 campuses, offers over 600 program offerings, maintains 28 articulation agreements with the university system, has over 21,000



school dual-enrollment students and 350,000 college students (*TCSG Strategic Plan*, 2018).

Twenty-two college presidents are responsible for their individual college's Strategic Plan that supports the system's Strategic Plan. Collectively, the presidents manage 4279 full-time faculty. Faculty contribute to the success of the system's Strategic Goals. Faculty provide direct and online student instruction. Ensuring a sufficient number of qualified faculty to provide student instruction is necessary for each college and the system's success in all accountability measures. College presidents' leadership style and their perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations influences the quality of relationships between presidents and faculty.

An exploratory case study approach provided insight of presidents' leadership styles as well as insight into faculty relations and the impact personal leadership style may have on faculty relations. The use of a multiple case study allowed for the exploration of activities of a group to identify patterns of behavior (Creswell, 2015, p. 469). This knowledge could be valuable to a system as a methodology to potentially a) promote a positive work environment for faculty, and b) identify leadership training and hiring opportunities. The researcher is a current employee of a local college within the system so ensuring confidentiality of participants' submissions and transparency of the data collection process was paramount. Disclosure/Consent was obtained at the beginning of the survey. The system's college presidents' email addresses are publicly available.

The national focus and inducements towards technical/career and community colleges has provided an impetus to the systems that manage technical/career colleges to not only maintain performance indicators related to student success and operations in order to receive funding from these program but to also ensure that colleges are well-led and -managed so that

required performance indicators are met (Perkins Collaborate Resource Network, n.d.; Workforce Investment Apprenticeship, n.d.). It has been determined that college presidents are in a pivotal position to lead local operations in a transformational way that motivates faculty and retains qualified faculty in numbers sufficient to produce successful student learning that prepares the student for the workforce (American Association of Community Colleges, 2018). The AACC Competencies for Community College Leaders Handbook (American Association of Community Colleges, 2018) added a section for faculty leadership core competencies. The faculty section currently contains 10 of the 11 foci (with the exception of Organizational Culture) required of college presidents but with different competencies under each focus area. Faculty are a linking pin between the organization and students and directly affect student success, graduation and retention indicators, as well as satisfied students (American Association of Community Colleges, 2018). Understanding the leadership styles of the two-year college presidents within the system as well as the perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations may contribute to the overall success of a college and system.

### **Participants**

An exploratory design allowed the researcher to obtain measures grounded in data from the study participants (Creswell, 2015, p. 547). It also provided an opportunity for the researcher to explore views of the participants (Creswell, 2015, p. 547). Participants in the study included two-year college presidents employed within a state system who voluntarily agreed to participate. A case study may focus on individuals as well as groups (Creswell, 2015, p. 469) which supported its use in this research of gathering information from individual presidents

which was then aggregated. The aggregated data provided information related to the system's participating presidents as a group.

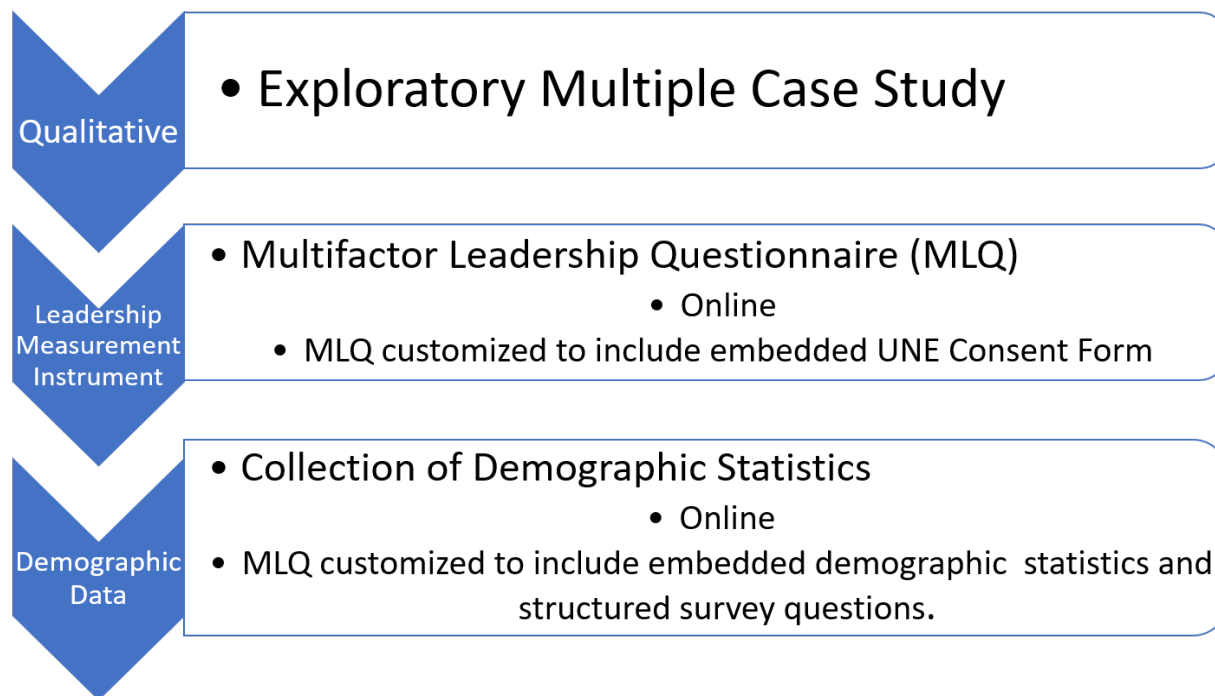
Participants were employed at colleges located in both rural and urban settings within one system located in the southern United States. As one college had a vacant president position, 21 presidents were invited to participate in both an online survey which included an embedded consent form, the MLQ leadership style survey and a Demographic/Perceptual Questionnaire. In this system-based exploratory case study, it was important to observe collected data within the context of person perception, social cognition, relational theory, and leadership style theory.

Participation for all subjects was voluntary. The system's state office indicated that the email addresses of the system's college presidents were located on a publicly accessible website and that no permission was needed to contact the presidents directly by email. All 21 college presidents were offered the opportunity to participate. An email was sent to each president with information related to the purpose of study, consent information, and access to the survey once the consent had been digitally signed.

Stakeholders in this study included both internal and external stakeholders. Internal stakeholders included the College System, the College System Executive Administrative Staff, and the System Presidents. External stakeholders included college presidents and faculty of other technical and community college systems.

### **Data Collection Methods**

The case study design allowed for the collection of multiple forms of data leading to a more in-depth understanding of the phenomenon being studied (Creswell, 2015, p. 469).

**Figure 3** Selected Data Collection Methods

Data was collected through one online instrument. Woods et al. (2015, pp. 3-20) explored the benefits of web-based survey and found that web-based surveys are an efficient and effective method to collect college data. The MLQ, an online leadership style survey, was customized to include an embedded consent form as well as a Demographic/Perceptual Questionnaire to collect the presidents' leadership styles (MLQ) and demographic data.

**Leadership Style Survey.** Bass and Avolio (2015) developed the Multifactor Leadership Questionnaire (MLQ) in 1990 (Bass, 1990) to measure leadership styles that aid in the achievement of optimal outcomes for an organization. Northouse (2016, pp. 161-193) provided an overview of transformational, transactional, and passive-avoidant leadership styles and a sample of the MLQ. The MLQ associates leadership style attributes and behaviors with either Transformational, Transactional, or Passive-Avoidant Behaviors leadership styles. The MLQ behaviors and leadership styles are used to describe each of the individual change team member's observed attributes, and leadership style. The Multifactor Leadership Questionnaire

has been one of the most frequently used and validated measurement tools to identify leadership style of college leaders (Basham, 2010; Bateh & Heyliger, 2014; Duque, 2015; Harash, 2010).

The researcher used the Multi-Factor Questionnaire (MLQ-Short Form) Self Form to obtain aggregated data of the leadership styles of the participating two-year college presidents with the state system. The Bass and Avolio MLQ website stated that the MLQ “measures a broad range of leadership types from passive leaders, to leaders who give contingent rewards to followers, to leaders who transform their followers into becoming leaders themselves” (Mind Garden, n.d.). The MLQ uses a Full Range Leadership® Model Transformational Leadership approach which provides 45-behavior based questions that the participant responds to (Appendix A). Questions contained labels that reflect leadership behaviors which have been validated to align to specific leadership styles of transformational, transactional and passive/avoidant behavior. The MLQ has been used for the last 25 years in over 30 countries in not only Fortune 100 and 500 companies but across multiple industries such as business and industrial firms, hospitals, religious institutions, military organizations, government agencies and public schools to identify and measure key leadership and effectiveness behaviors shown to be strongly linked with both individual and organizational success. The MLQ, on average, took approximately 15 minutes to complete for respondents that have a reading ability comparable to the United States ninth-grade level (Mind Garden, n.d., p.16). A sample overview of the association of these behaviors to a specific leadership style is provided in Appendix B.

Emails of the college presidents were obtained by the researcher by locating the president’s name and email on each college’s website. As described in Figure 4, an email requesting participation was sent to each college president in the two-year college system. The email provided a link to the customized MLQ instrument. Once the embedded UNE consent

form (Appendix C) was completed, the participant was automatically directed to the customized MLQ Self-Report Questionnaire to complete.

**Figure 4** Leadership Style Data Collection Process



**Demographic/Perceptual Questionnaire.** The researcher used an online survey to collect demographic information from two-year college presidents employed by one system located in the southern United States. Instruments developed to collect perceptions of a select population tend to be developed and individualized by the researcher to meet the needs of the study. Pauls' (2013) dissertation provided a guide to the process of creating an instrument to collect the perceptions of educational leaders. This research-based article provided a process framework. There has been a growing movement towards collecting perceptual data over the internet. Woods, Velasco, Levitan, Wan, and Spence (2015) determined that there has been a

“rapid growth of online research which has revolutionized the way in which many experimental psychologists choose to conduct their research” (p. 1). The concept of collection of perceptual data through online surveys was extrapolated to other branches of research. An exploratory multiple case study allowed for the “exploration of a phenomenon, identification of themes (Creswell, 2015, p. 546). Data collected from the online perception tool was coded to identify any themes related to the two-year college presidents’ conclusions drawn about the relationship of their leadership style, their perceptions of and interactions with faculty and faculty retention.

The researcher used the MLQ Leadership Style Survey which was customized to include the consent form and a Demographic/Perceptual Questionnaire. The Demographic/Perceptual Questionnaire (Appendix D) contained closed-ended and open-ended responses to collect demographic statistics. The demographic questions were closed-ended questions and the responses summarized overall trends or tendencies for each question. Participant demographic information was compiled in a spreadsheet. The perceptual components consisted of open-ended questions that required a free response. The free responses were downloaded into a spreadsheet by question. Each question’s responses were then coded to identify any themes that could be identified. An inductive approach was used to analyze the free responses to each question. Inductive coding seeks to “identify patterns or themes within qualitative data without entering the analysis with preconceived analytical categories” (Patton, 2015, p. 551). All information was self-reported by the college president.

### **Validation of Findings**

Triangulation “is a powerful strategy for increasing the credibility or internal validity of research” (Merriam & Tisdell, 2016, p. 245). A customized survey that consisted of an embedded consent, the MLQ Leadership Survey and a Demographic/Perceptual Questionnaire was used to

collect data from the system's two-year college presidents who agreed to participate in the research. Triangulation is "the process of corroborating evidence from different types of data and examines each information source to find evidence to support a theme" (Creswell, 2015, p. 259). Data obtained from the Demographic/Perceptual Questionnaire was examined in conjunction with the MLQ finding to observe for themes. The 21 college presidents were offered an opportunity to voluntarily participate. The desired sample size was 30-50% (7-10 participants) of the 21 college presidents. Upon submission and approval of the University of New England (UNE) Institutional Review Board (IRB) Request for Study Exemption (Appendix E) and IRB Approval (Appendix F), an initial introductory email was sent to each college president at the time of the survey execution (Appendix G). Once the MLQ was executed, the researcher sent a second request (Appendix H) for participation to those college presidents that had not submitted a response within seven days of the initial email. Seven days after the second request was emailed, a third email request was sent using the same reminder email. Accessibility to the survey was closed seven days after the third email was sent. An invitation to participate email and the two follow-up emails to those that had not completed the survey provided the president with an incentive of receiving a complimentary personal MLQ leadership report that was emailed to each of the participating presidents four weeks upon completion of the Questionnaire. These presidents presided over large, small, urban and rural colleges which serve diverse populations throughout the state of Georgia.

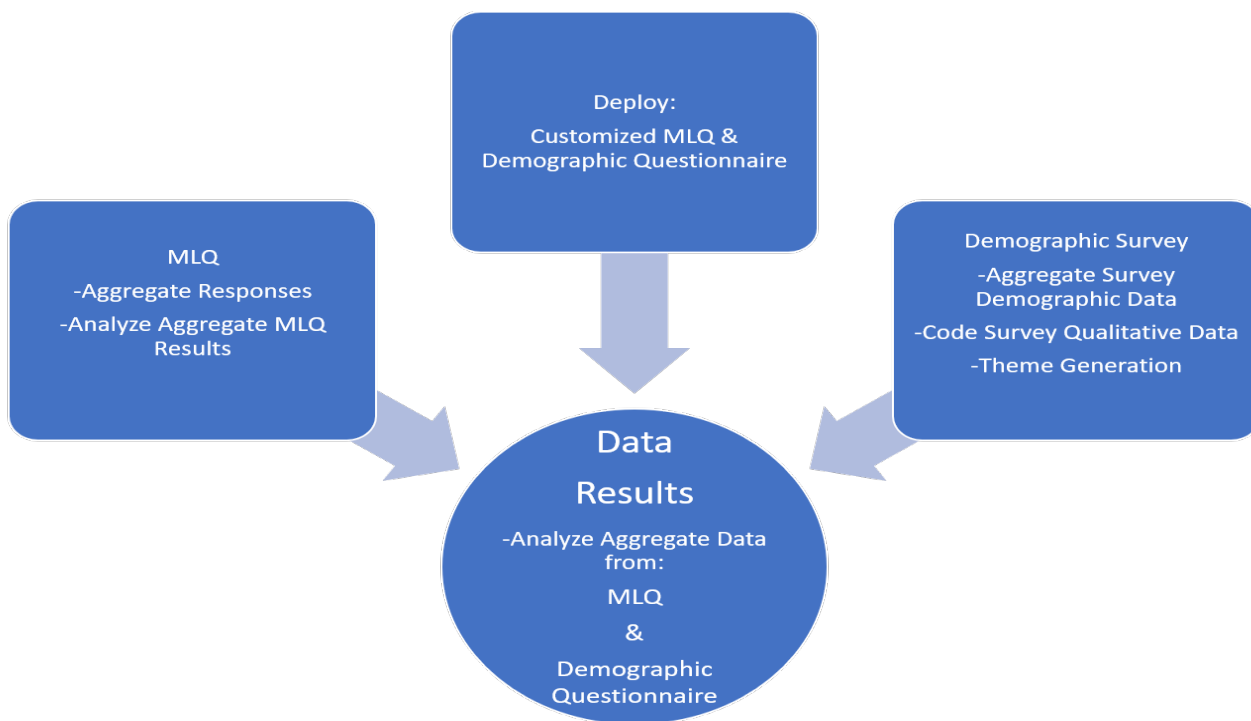
### **Analysis**

Analysis of data for the MLQ and the Demographic/Perceptual Questionnaire commenced at the end of the data collection process. Participant responses were aggregated to reflect group data, responses and findings. At the request of the researcher, the demographic and



perceptual responses were listed by participant number. No identifying information for these responses was provided to the researcher. No participant individual data was reported or displayed with any participant identifying information. Figure 5 describes the Data Analysis process for this study.

**Figure 5** Data Analysis Process



### **Analysis of Leadership Style Survey – MLQ**

Data was aggregated to reflect the entire participant group response. The online MLQ instrument offered individual and aggregated data reporting using a valid and reliable instrument. The MLQ Self Form online survey product enabled the researcher to administer the MLQ Self Form as an online survey using Mind Garden's on-line hosting system. Included with the system data collection output was a data spreadsheet file with participants' raw data, raw scale scores, as

well as the proprietary MLQ individual reports (that were released to the respective participating president 4 weeks after survey closure) and a group report that provided data aggregated for the group's responses and norms from the collected data compared to a benchmark norm for each response. The group report included leadership profile aggregate scores for each of the measured leadership style areas (Transformational Leadership, Transactional Leadership, Passive/Avoidant Behaviors, and Outcomes of Leadership) as well as for the individual behaviors that compose that particular leadership style, a comparison to the aggregated group norm, a benchmark norm, the group's top 10 transformational leadership style strengths, the group's transformational top 10 style areas for development and a complete rating of all items by the scoring scale.

#### **Analysis of Demographic Questions on Demographic/Perceptual Questionnaire**

Individual responses of the closed ended questions on the submitted questionnaires were reviewed by individual response as well as aggregated to reflect a group response to the demographic data. The purpose of this study was to identify an overview of currently existing leadership styles among the system's college presidents. The demographic data as reported by the participating college presidents was aggregated to reflect the current status of college presidents participating in this study. Observable demographic information related to president age, length of experience, and anticipated leadership vacancies due to retirement provided a profile of the current participating presidents status related to these elements.

#### **Analysis of Perceptual Questions on Demographic/Perceptual Questionnaire**

Individual responses of the open-ended perceptual questions on the submitted questionnaires were coded to identify general themes that existed among the participants. The purpose of this study was also to identify themes of how college presidents think about faculty,

their relationship between themselves and faculty as well as how individual president's leadership style may affect their perceptions of and interactions with faculty. General themes of president perception and experiences with faculty provides a lens to view the current state of community college presidents and faculty relations.

### **Participant Rights**

Permission to conduct the research was obtained from the University of New England (UNE) Institutional Research Board (IRB). Review and approval by the UNE IRB assisted in protecting participants from confidentiality concerns as well as ethical violations. This process allowed for potential risks to be scrutinized by an outside impartial panel of subject matter experts. This level of review also allowed for any issues to be addressed prior to the research being conducted, therefore further protecting the participants (Merriam, 2009, p. 117).

Participation in the study was voluntary and confidential. The researcher ensured transparency regarding the topic to be studied, purpose of study, and the consent process was included within the participant consent to participate. Participants were required to accept the consent to participate in order to proceed to the questionnaire. Data was analyzed as a group aggregate comprised of all participants. Individual participant information and responses were not connected to the individual nor were shared. Access to participant information was maintained on a secure network that was password protected.

### **Potential Limitations**

There were potential limitations to this study. Limitations related to participants included a potentially small sample size due to the voluntary nature of participation. Limitations of the exploratory design also included the extensive collection of data and the development of the Demographic/Perceptual Questionnaire by the researcher. With the case study design, the

researcher was not be able to generalize conclusions that were drawn from the collected data to a wider population. Limitations related to the numerous identified stakeholders included the potential for bias by the stakeholder when interpreting the study results, stakeholders may misrepresent findings in order to promulgate their own agendas, and stakeholders may attempt to generalize finding to their own settings. The researcher is a current non-president employee of the system which may make the presidents feel uncomfortable.

Potential bias could exist due to the researcher's study and support of transformational leadership as well as a faculty leader and advocate who has now advanced to a more formal leadership position within at a local system college. The ability of the researcher to provide an ethical and transparent approach to data collection, sharing, interpretation and reporting was important to ensure that no conflict of interest exists as well as a positive acceptance of the study and its findings.

### **Conclusion**

The purpose of this exploratory multiple case study was to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. By exploring the leadership styles of community college presidents as well as their perception of their relationship with faculty and the manner in which personal leadership style impacts faculty relations could provide a foundational understanding of various leadership styles of community college presidents as well as identifying training and educational opportunities related to leadership styles, perception of relationship with faculty, impact of personal leadership style on faculty relations and ultimately organizational culture. No research was found that specifically explored community college presidents' leadership styles and the perceptions that

these presidents might have of their relationships with faculty and the impact of personal leadership style on faculty relations.

Community college presidents employed within one system located in the southern United States, with a focus on workforce development, served as the setting for this research. Knowledge obtained could be valuable to the system as a methodology to potentially a) promote a positive work environment for faculty, and b) identify leadership training and hiring opportunities. The researcher used the MLQ Leadership Style Survey which was customized to include the consent form and a Demographic/Perceptual Questionnaire. The Demographic/Perceptual Questionnaire (Appendix D) contained closed and open-ended responses to collect demographic statistics. Closed-ended question responses were summarized to identify overall trends or tendencies for each question. The open-ended questions required a free response. Free responses were coded to identify any themes that could be identified. All information was self-reported by the college president. Chapter 4 will present findings obtained from the MLQ and Demographic/Perceptual Questionnaire.

## **CHAPTER 4**

### **RESEARCH FINDINGS**

The purpose of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. This research explored these elements through the utilization of an on-line structured survey that consisted of the MLQ Leadership Survey and a Demographic/Perceptual Questionnaire. The research questions that were explored were:

1. What are the various leadership styles of two-year college presidents within a two-year college system as measured by the Multifactor Leadership Questionnaire (MLQ)?
2. What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?

This multiple case study analysis resulted in the most prevalent Leadership Style (as measured by the MLQ Leadership Survey) across the group as Transformational followed by Transactional with Contingent Rewards (CR). The research findings revealed three overall themes for Perceptual Questions 7-9. These themes reflected the two-year college presidents' perceptions of their relationship with faculty as well as how their leadership style might impact faculty relations. Seven of 21 (33%) potential participants completed all components of the data collection process. This chapter provides a narrative and graphic description of the data results. An additional participant declined to participate but wished the researcher success with the study. The remaining 13 potential participants did not respond to the initial Invitation to Participate or the two reminder emails. The researcher identified reasons for the non-participation as possibly

related to 1) the timing of the research which was conducted at the end of the system's fiscal year, at the beginning of a summer semester, and during an established vacation time of year.

### **Analysis Method**

Bloomberg and Volpe defined a case study as an exploratory form of inquiry that explores a bounded system that provides a description and analysis of a bounded social system and typically provides extensive data (2016, p. 46). This multiple case study was developed to include two data sets which included the MLQ Questionnaire and a customized Demographic/Perceptual Questionnaire. These two data sets were combined into one survey that was deployed online to collect the data. Data analysis consisted of collecting and organizing both sets of data in a spreadsheet. The online survey organized data onto a spreadsheet located on the survey hosting site. Upon closure of the survey, the first step was to download the spreadsheet to the researcher's computer into a secure, password-protected file.

The MLQ data was analyzed first. The spreadsheet provided individual response data (personal, identifying information redacted) for each of the MLQ questions. The participant responses were provided in a line item format by participant pseudonym on the spreadsheet. Each participant was asked to read a behavioral statement and respond, on a scale of 0 (Not at all) to 4 (Frequently, if not always) as to the frequency of their own behavior. Each of the 45 questions are associated with one of the leadership styles of Transformational, Transactional, Passive/Avoidant Behavior and then an Outcomes of Leadership category as described in Appendix B. Four weeks after the survey closure, participants received their individual report as a thank-you for participating. The Individual Report provided the participant's individual scores as well as a group norm for each leadership style category and its associated behavioral questions. The online hosting site generated a proprietary aggregate group report for the MLQ

Questionnaire that was provided to the researcher. The MLQ Group Report was analyzed for findings, implications, and recommendations.

The Demographic/Perceptual Survey responses were analyzed first to obtain an overall demographic picture of the participants. The spreadsheet downloaded from the hosting site also included participant responses to the Demographic/ Perceptual Survey. Individual participant s' identifying information was redacted prior to download by the host site. The collected demographic data provided insight into the overall profile of the participating two-year college presidents. Demographic data was analyzed and reported for each category of information collected. Data is also displayed graphically to provide an overview of the group traits.

The Perceptual data was analyzed next from the perceptual open-ended question responses from the seven participants. Bloomberg and Volpe's (2016) roadmap for the process of qualitative data analysis provided guidance for the coding process. Office documents of Word and Excel were used for the coding and theme development process. Codes were identified, analyzed and collapsed to produce themes. The first coding cycle consisted of reading and memoing the responses of the perceptual open-ended questions on the Demographic/Perceptual Questionnaire. Creswell (2015, p. 242) recommends a preliminary exploratory analysis and memoing to obtain a general sense of the data. As a part of this first cycle, descriptive coding occurred during a subsequent reading/memoing using in vivo codes. In vivo codes use the participant's actual words as the code label (Creswell, 2015, p. 243). The second coding cycle focused on pattern coding, which identified broader descriptive categories, or patterns that emerged from the in vivo codes. Saldaña (2011, p. 152) stated that pattern coding uses explanatory codes that identify emergent themes in qualitative data. A pattern coding process enabled the researcher to consolidate material into a meaningful unit of analysis or themes. By



using pattern coding, themes were identified by analyzing similar codes. The themes from the responses to the perceptual open-ended questions were developed by identifying patterns terminology as well as from the frequency of occurrence of key words or phrases.

### **Presentation of Results**

This section presents the results from collected data for this multiple case study analysis. The study participants included two-year college presidents employed within one state system. The two-year college system has twenty-two college president positions. One position was vacant at the time of this study. An Invitation to Participate was emailed to 21 two-year college presidents. Seven presidents responded to and completed the online questionnaire after the first emailed invitation. No presidents completed the questionnaire after an Invitation to Participate reminder was emailed seven days after the initial request to participate was sent. One college president emailed the researcher to decline participation but to wish the researcher success in the research. The remaining thirteen presidents were emailed a third time ten days after the second reminder was sent. None of the thirteen completed the questionnaire. The questionnaire was closed seven day after the third email was sent. There was a 33% (7 of 21) return rate for the online Questionnaire.

The following sections describe demographic information of participating presidents and the faculty positions at their respective two-year college, the identified Leadership style of the presidents as measured by the MLQ, and the presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

#### **Demographic Questions of Demographic/Perceptual Questionnaire**

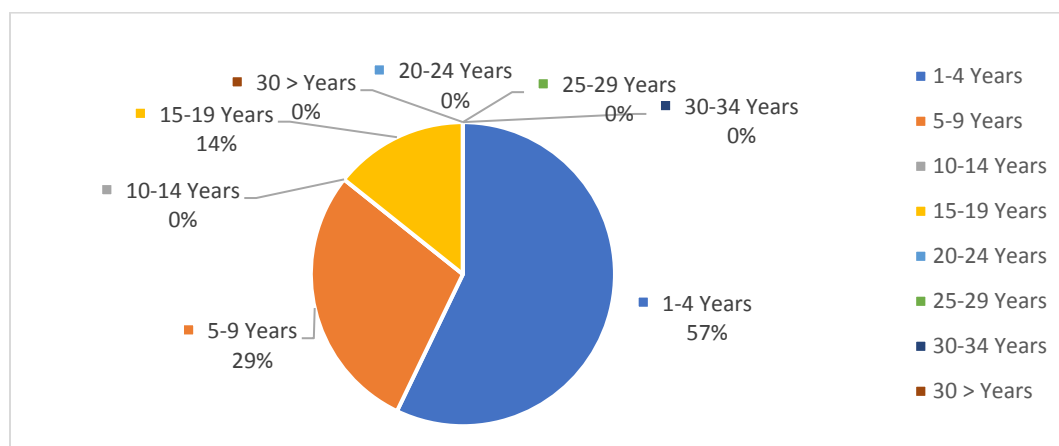
Demographic information was collected through the Demographic component of the Demographic/Perceptual Questionnaire that was included within the online survey (Appendix

D). The specific demographic-related questions on the Questionnaire included questions 1-6. The data included 1) gender, 2) age range, 3) the number of years the participant has served as a president in the system, 4) anticipated years to retirement, 5) the approximate number of full-time faculty and 6) open full-time faculty positions at the president's college.

**Gender.** All respondents reported their gender as male. No self-reported female presidents participated in the questionnaire. Of the 21 invited participants, there were 8 female presidents and 13 male presidents. Seven of the 13 male presidents completed the questionnaire with an additional male participant who declined to participate. Of the potential 8 female potential participants, one female president indicated she would participate but did not complete the questionnaire and seven female presidents did not respond. The researcher has no hypothesis as to why none of the female presidents or the other 5 male presidents did not respond.

**Age Range.** Age was broken down into six categories. Of the seven respondents, 86% (6 of 7) reported they were in the 50-59 age group and 14% (1 of 7) were in the 60-69 age group. There were no participating presidents in the age ranges of 20-29, 30-39, 40-49, or greater than 70 years of age.

**Number of Years as a President in the System.** The participants were asked to select the range of the number of years that he has served as a president within the two-year college system. The range of years served as president was broken into eight ranges. Four participants have served as a president within the two-year system for 1-4 years, two presidents for 5-9 years and one president for 15-19 years. Figure 6 provides a description of the percentage of presidents that have served within each range of years.

**Figure 6** Percentage of Participants Serving as President Within Each Year Range

The researcher noted the variation of years as a president as compared to the presidents' reported age range. Respondents who had served as a president in the system for 1-4 years all reported their age as 50-59. One president in the 50-59 age range reported serving as a president for 5-9 years. One president in the age range of 50-59 reported serving as a president for 15-19 years and had the most reported years of experience as a president in the system. One president age 60-69 has served as a president for 5-9 years. Table 3 describes the age variation by the number of years the individual has served as a president in the system.

Table 3

*Presidents' Age Variation By Number of Years Served as President in the System*

| Case Study    | Gender | Please select your current age range: | How many years have you served as a President in this System? |
|---------------|--------|---------------------------------------|---|
| Participant 2 | Male   | 50-59                                 | 1-4   |
| Participant 5 | Male   | 50-59                                 | 1-4   |
| Participant 6 | Male   | 50-59                                 | 1-4   |
| Participant 7 | Male   | 50-59                                 | 1-4   |
| Participant 3 | Male   | 50-59                                 | 5-9   |
| Participant 4 | Male   | 60-69                                 | 5-9   |
| Participant 1 | Male   | 50-59                                 | 15-19   |

**Anticipated Years to Retirement.** The participants were asked to select the range of years that reflected when the participant planned to retire. The categories were broken into eight ranges of years. All respondents reported planning to retire within nine years. Fifty-seven percent of the respondents reported planning to retire in 1-4 years and 43 % of the respondents reported planning to retire within 5-9 years.

The researcher reviewed the anticipated years to retirement along with reported age range and number of years as a president in the system. Fifty percent of respondents (3 of 6) in the 50-59-year range reported anticipating retirement in 1-4 years and the other 50% anticipate retiring in 5-9 years. The president in the 60-69-year-old range anticipates retirement in 1-4 years.

Table 4 depicts anticipated years to retirement by age range.

Table 4

*Anticipated Years to Retirement by Age Range By Participant*

| Case Study    | Gender | Please select your current age range: | How many years have you served as a President in this System ? | Do you plan to retire within which of the below years? |
|---------------|--------|---------------------------------------|--|--|
| Participant 1 | Male   | 50-59                                 | 15-19  | 1-4  |
| Participant 3 | Male   | 50-59                                 | 5-9  | 1-4  |
| Participant 5 | Male   | 50-59                                 | 1-4  | 1-4  |
| Participant 2 | Male   | 50-59                                 | 1-4  | 5-9  |
| Participant 6 | Male   | 50-59                                 | 1-4  | 5-9  |
| Participant 7 | Male   | 50-59                                 | 1-4  | 5-9  |
| Participant 4 | Male   | 60-69                                 | 5-9  | 1-4  |

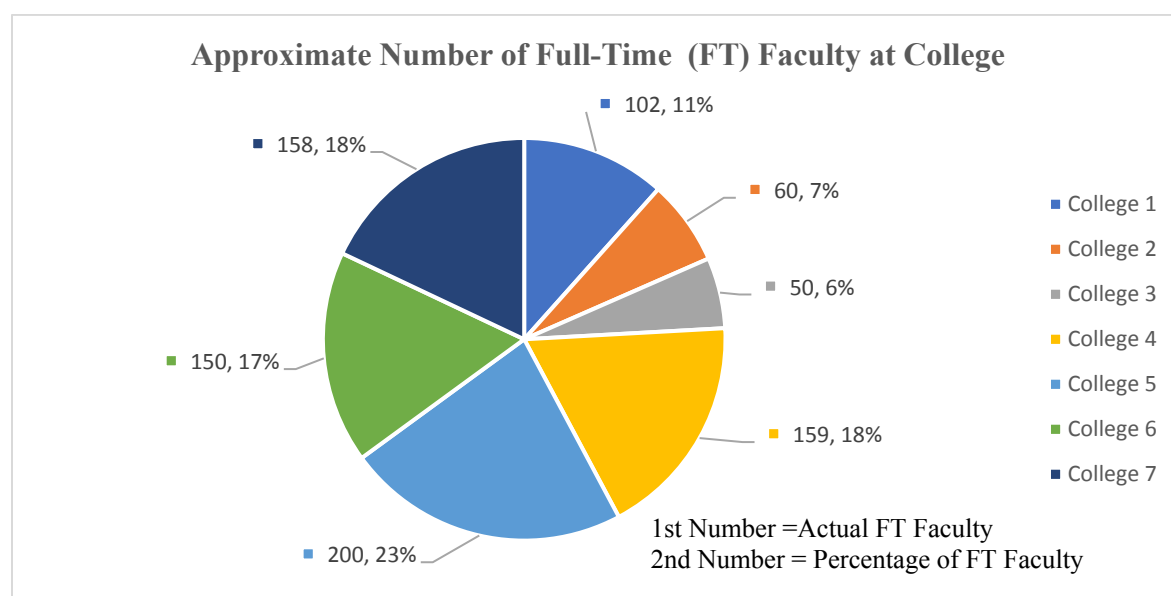
The researcher was curious as to how the anticipated retirement date varied based on the number of years the respondents have served as a president in the system. Of the four respondents that have served as a president for 1-4 years, 75% reported planning on retiring in 5-9 years and 25% anticipate retiring in 1-4 years. All the participants that have 5-9 years as a president plan on retiring in 1-4 years. The president that has served 15-19 years plans on retiring in 1-4 years.

Table 6 displays the number of anticipated years to retirement sorted by the number of years the respondent has served as a president in the system.

**Full-Time Faculty.** Participants were asked to enter the approximate number of full-time faculty employed at their respective colleges. The respondents reported a total of 879 full-time faculty across the seven colleges. The maximum number of full-time faculty employed at any one college was 200. The fewest number of full-time faculty employed at any one college was 50. The responding seven presidents manage 879 of the 4279 full-time faculty within the two-year college system. The participating presidents represent 33% of all presiding presidents within the two-year college system. These presidents manage and support 21% of all full-time faculty in the two-year college system.

Figure 7 displays the approximate number of full-time faculty at each college as reported by the participating presidents. The first number displayed for each college is the number of reported full-time faculty and the second number represents the percentage of full-time faculty at the reported college as a percentage of the overall faculty at the seven colleges.

**Figure 7** Number of Full-Time Faculty as Reported by Responding Presidents



**Open Full-Time Faculty Positions.** Participants were asked to enter the approximate number of open full-time faculty positions at their respective college. A total of 31 open full-time faculty positions were reported by the participants. The maximum number of open positions at any one college was 10 with the lowest at one. Table 5 depicts the number of full-time faculty employed at the college as well as the number of open full-time faculty positions.

Table 5

*Number of Full-Time Faculty Employees and Open Full-time Faculty Positions*

| Case Study    | Gender | Approximate number of full-time faculty employed at your college: | Approximate Number of Open Full-time Faculty Positions: |
|---------------|--------|---|---|
| Participant 1 | Male   | 102   | 4   |
| Participant 2 | Male   | 60  | 1   |
| Participant 3 | Male   | 50  | 2   |
| Participant 4 | Male   | 159   | 1   |
| Participant 5 | Male   | 200   | 10  |
| Participant 6 | Male   | 150   | 5   |
| Participant 7 | Male   | 158   | 8   |

The total of open full-time faculty positions reported by the seven colleges was 31. The maximum number of opening at any one college was 10. The fewest open positions at any one college was one. The average open full-time faculty positions across all participating colleges was 4 positions. Overall, the percentage of open full-time faculty positions compared to the total number of full-time faculty positions reported by each participating president is extremely low.

**Multi-Factor Leadership Questionnaire (MLQ - Form 5x-Short)**

The MLQ associated leadership style attributes/ behaviors and outcomes with either transformational, transactional, or Passive-Avoidant Behaviors leadership styles. The MLQ data was analyzed in both a spreadsheet format as well as an aggregate MLQ Group Report. The spreadsheet provided individual response data (personal, identifying information redacted) for

each of the MLQ questions. The participant responses were provided in a line item format by participant pseudonym on the spreadsheet. The MLQ asked each participant to read a behavioral statement and respond, on a scale of 0 (Not at all) to 4 (Frequently, if not always) as to the frequency of their own behavior for this statement. Each of the 45 questions has been associated with one of the leadership styles of Transformational, Transactional, Passive/Avoidant Behavior and then an Outcomes of Leadership category as described in Appendix B. The higher the score or the higher frequency that the participant rated their response for each behavior associated with a specific leadership style and/or outcome determined the predominant individual leadership style of the participant. The online hosting site generated a proprietary aggregate group report for the MLQ Questionnaire that was provided to the researcher. This report provided insight into the overall leadership behavioral patterns and ultimately leadership style of the group. The MLQ Group Report was analyzed for findings, implications, and recommendations.

The predominant leadership style as self-rated by the participating presidents was Transformational for six of the seven presidents. One of the seven president's primary leadership style was Transactional with Contingent Rewards, however, there a very small difference between that president's score for Transactional with Contingent Rewards as compared to the score for Transformational style. Table 6 displays the primary and secondary leadership style of each participating president.

Table 6

*Primary and Secondary Leadership Styles of Participating Presidents*

| Case Study    | Leadership Style - MLQ - Primary | Leadership Style - MLQ – Secondary |
|---------------|----------------------------------|------------------------------------|
| Participant 1 | Transformational (3.8)           | Transactional w/CR (3.8)           |
| Participant 2 | Transformation (3.8)             | Transactional w/CR (3.3)           |
| Participant 3 | Transformational (3.9)           | Transactional w/CR (3.8)           |
| Participant 4 | Transactional w/CR (3.5)         | Transformational (3.4)             |

|               |                        |                          |
|---------------|------------------------|--------------------------|
| Participant 5 | Transformational (3.2) | Transactional (2.8)      |
| Participant 6 | Transformational (3.7) | Transactional w/CR (3.3) |
| Participant 7 | Transformational (4.0) | Transactional w/CR (2.8) |

The highest self-rated score of the seven presidents for Transformational Leadership Style was a 4 and the lowest was a 3.2 on a scale of 0-4. The highest score for a Transactional with CR Leadership Style was a 3.8 and the lowest a 2.8 on a scale of 0-4. As Table 9 displays, the differences between self-rated scores between Transformational and Transactional with CR were in one case the exact same, in four cases very close and in one other case a 1.2 difference between the two leadership styles.

**Group Report.** The Group Report reviewed the group averages for the MLQ. The MLQ attempts to measure a full range of leadership styles to achieve optimal outcome for an organization. The MLQ Group Report provided feedback on how the group perceives the frequency of their own leadership behaviors. The measured leadership styles were grouped under three broad categories, which differ in the nature of the leadership behaviors and in expected outcomes. The three leadership categories are Transformational Leadership (with five associated behaviors), Transactional Leadership (with two associated behaviors) and Passive-Avoidant Behaviors (with two associated behaviors). Outcomes of Leadership measured the group's perceptions of what they inspire in terms of the followers: 1) extra effort, 2) is productive in terms of organizational effectiveness, and 3) satisfaction with the leadership. Outcomes of Leadership are desired results of leadership and have been shown that these outcomes are achieved at the highest levels when Transformational leadership is used. The leadership categories and associated attributes/ behaviors are delineated in Appendix B. A fundamental tenet of the MLQ is that every leader displays each style to some degree. The leadership style performance continuum is that of the Passive-Avoidant leadership style reflects a poorly



performing leader moving upwards to a Transactional with Contingent Rewards and then Transformational at the most optimal leadership profile on the continuum. The findings of the MLQ Group Report were reviewed in the following manner: 1) Leadership Style Group Aggregate Scores and Group Agreement, 2) Group Leadership Comparison with Norms, 3) Ten Highest Transformational Leadership Style Behaviors of the Group, and 4) Ten Transformational Leadership Areas for Development for the Group.

The Leadership Style Group Aggregate Scores is a reflection of how the group participants perceived the frequency of their own behaviors and was only calculated for Transformational leadership style. Leadership Style provides a researched, validated benchmark for associated behaviors and outcomes. The group average score for Transformational Leadership was 3.7 (benchmark ideal frequency should be “Fairly Often” rating of 3 or greater) on a frequency score range of 0-4. Table 7 provides an overview of the leadership style behaviors and outcomes associated with each of the three styles as compared to the MLQ established norm.

Table 7

*Scores for Associated Behaviors and Outcomes by Leadership Style and Comparison of Participant Scores to MLQ Norm*

| Leadership Style Associated Behaviors and Outcomes                                   | Frequency Score | MLQ Norm |
|--|-----------------|----------|
| Transformational Leadership  |                 |          |
| Builds Trust (IIA – Idealized Influence - Attributes)                                | 3.8             | 3        |
| Acts with Integrity (IIB- Idealized Influence – Behaviors)                           | 3.7             | 3        |
| Encourages Others (IM- Inspirational Motivation)                                     | 3.8             | 3        |
| Encourages Innovative Thinking (IS- Intellectual Stimulation)                        | 3.5             | 3        |
| Coaches & Develops People (IC- Individualized Consideration)                         | 3.6             | 3.2      |
| Transactional Leadership   |                 |          |
| Constructive: Rewards Achievement (CR- Contingent Rewards)                           | 3.3             | 3        |
| <i>Benchmark: 2.0-3.0 (between Sometimes and Fairly Often)</i>                       |                 |          |
| Corrective: Monitors Deviations & Mistakes (MBEA- Management -By- Exception: Active) | 0.8             | 1.6      |

| Passive-Avoidant Behaviors                                     |     |     |
|--|-----|-----|
| Passive: Fights Fires (MBEP- Management -By-Exception-Passive) | 0.8 | 1.1 |
| Avoidant: Avoids Involvement (LF- Laissez-Faire)               | 0.3 | 0.6 |
| Outcome of Leadership  |     |     |
| Generates Extra Effort (EE)                                    | 3.5 | 2.8 |
| Is Productive (EFF)  | 3.7 | 3.1 |
| Generates Satisfaction (SAT)                                   | 3.9 | 3.1 |

All five average group scores of the behaviors of Transformational style were within the 3-4 rating benchmark range. This indicates that the participating group of presidents perceives that they perform within the benchmark range for each of the transformational behaviors. The average group score for Transactional with CR was slightly higher than the recommended benchmark. This suggested that this group of presidents employ this style on a slightly more frequent basis. A slightly below benchmark score for monitoring mistakes and deviations suggested that this group of presidents does not manage individuals in this manner. The group average for Passive Avoidant attributes fell within the established benchmark and suggested that this group of presidents does not typically employ this style of leadership. Average scores for outcomes of leadership were higher than the recommended benchmark. Overall average scores indicate that this group of presidents perceive that they employ a high level of both Transformation and Transactional with CR styles of leadership and rarely employ leadership styles on the lower end of the leadership style continuum resulting in high perceived outcomes of leadership. The MLQ calculated the group standard deviations of the frequency ratings for the leadership scales and outcomes. The smaller the standard deviation, the higher the agreement among the group self-ratings. A value of 0.0 would indicate a complete agreement among the ratings. Table 7 depicts the level of agreement among the group self-ratings for each leadership style and the associated behaviors as well as outcomes of leadership. None of the leadership style behaviors or the outcomes of leadership were above 1.0. Three behaviors were 0.5 or above: 1)

Encourages Innovative Thinking (0.5), 2) Monitors Deviations and Mistakes (0.7), and 3) Fights Fires (0.9). The participating presidents average scores on each leadership style behaviors and outcomes of leadership were compared to a norm established for each item. The norm represents data from 3,375 self-ratings of leaders who previously completed the MLQ.

Within the Transformation Leadership style, the group average of the participants was higher in all behaviors. Transformational attributes of: builds trust, acts with integrity and encourages others were much higher than the MLQ norm. The attributes of monitors deviations and mistakes as well as fights fires and avoids involvement was lower than the norm which indicated that the participant group does not employ this attribute as frequently as the MLQ norm group. The participants' average scores for all three of the outcomes of leadership were higher than those of the MLQ norm. Overall, the average scores for this participating group of presidents were more positive than the MLQ norms for all nine of the leadership attributes and the three outcomes of leadership.

The Ten Highest Transformational Leadership Style Behaviors reflected the ten highest average group ratings on ten of the 45 questions that the participants answered on the MLQ Questionnaire. Each of the 45 questions roll-up into a specific leadership behavior. Table 8 displays the average score, leadership behavior and the specific question within that behavior that had the highest average ratings by this group for Transformational Leadership styles.

Table 8

*Top 10 Transformational Leadership Style Strengths*

| Rating | Behavior                  | Behavioral Based Question                                  |
|--------|---------------------------|--|
| 4      | Acts with Integrity (IIB) | I consider the moral and ethical consequences of decisions |
| 4      | Builds Trust (IIA)        | I act in ways that build other's respect for me            |
| 4      | Builds Trust (IIA)        | I go beyond self-interest for the good of the group        |
| 3.9    | Encourages Others (IM)    | I express confidence that goals will be achieved           |
| 3.9    | Encourages Others (IM)    | I talk optimistically about the future                     |

|     |                                |  |
|-----|--------------------------------|--|
| 3.8 | Acts with Integrity (IIB)      | I emphasize the importance of having a collective sense of mission     |
| 3.7 | Encourages Others (IM)         | I articulate a compelling vision of the future                         |
| 3.7 | Coaches & Develops People (IC) | I treat others as individuals rather than just as members of the group |
| 3.7 | Encourages Others (IM)         | I talk enthusiastically about what needs to be accomplished            |
| 3.6 | Coaches & Develops People (IC) | I help others to develop their strengths                               |

Transformational leadership behaviors that are strengths for this participant group reflected the ability to encourage others through expressing confidence of achieving goals, talking about the future optimistically, articulating a compelling vision of the future and talking enthusiastically about what needs to be accomplished. Another strong behavior is that of coaching and developing people with an outcome of building trust.

The Ten Transformational Leadership Areas for Development reflected the ten lowest average group ratings on ten of the 45 questions that the participants answered on the MLQ Questionnaire. Each of the 45 questions roll-up into a specific leadership behavior. Table 9 displays the average score, leadership behavior and the specific question within that behavior that had the lowest average ratings by this group for Transformational Leadership styles.

Table 9

*Ten Transformational Leadership Areas for Development*

| Rating | Behavior                            | Behavioral Based Question  |
|--------|-------------------------------------|--|
| 3.3    | Encourages Innovative Thinking (IS) | I suggest new ways of looking at how to complete assignments               |
| 3.4    | Encourages Innovative Thinking (IS) | I re-examine critical assumptions to question whether they are appropriate |
| 3.4    | Acts with Integrity (IIB)           | I specify the importance of having a strong sense of purpose               |
| 3.4    | Builds Trust (IIA)                  | I display a sense of power and confidence                                  |
| 3.6    | Acts with Integrity (IIB)           | I talk about my most important values and beliefs                          |
| 3.6    | Encourages Innovative Thinking (IS) | I seek differing perspectives when solving problems                        |
| 3.6    | Builds Trust (IIA)                  | I instill pride in others for being associated with me                     |
| 3.6    | Coaches & Develops People (IC)      | I spend time teaching and coaching   |

|     |                                     |  |
|-----|-------------------------------------|--|
| 3.6 | Coaches & Develops People (IC)      | I consider each individual as having different needs, abilities, and aspirations from others |
| 3.6 | Encourages Innovative Thinking (IS) | I get others to look at problems from many different angles.                                 |

Interestingly enough, one of the areas of further development is that of coaching and developing people (which was also a strength) but with a different focus specifically in the areas of teaching and coaching others and considering individual needs as well as the group. Four of the 10 areas suggested as needing development are those relevant to encouraging innovative thinking. The specific behaviors related to this area are suggesting new ways of looking at how to complete assignments, seeking differing perspectives when solving problems, getting others to look at problems from many different angles, and re-examining critical assumptions to question whether they are appropriate.

The overall findings from the MLQ Questionnaire were that the participating group's average scores were high as compared to the MLQ norm. The identified ten leadership strengths were reflective of the two-year college system mission, vision and values. Although ten areas for development were identified, the average scores for these areas were above the MLQ norm.

### **Perceptual Questions of Demographic/Perceptual Questionnaire**

Perceptual information was collected through the Perceptual Question (PQ) component of the Demographic/Perceptual Questionnaire that was included within the online survey (Appendix D) in order to identify themes related to Research Question 2. The Perceptual Questions sought to collect information related to the second Research Question: What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations? Research Question 2 had two parts: Part 1) What are the two-year college presidents' perceptions of their relationship with faculty and Part 2) What are the two-year college presidents' perceptions about the manner in which personal leadership

style impacts faculty relations? Table 10 provides an overview of the related perceptual questions on the Questionnaire and the component of Research Question 2 that it sought to answer.

Table 10

*Related Perceptual Questions to Research Question 2*

| Question Number | Question   | Research Question 2                                     |
|-----------------|--|---|
| PQ 7            | How would you describe the relationship between you, as college president, and your faculty?   | Part 1 of Question 2                                    |
| PQ 8            | How do you think your leadership style influences how you think about faculty?   | Part 2 of Question 2                                    |
| PQ 9            | How do you think your leadership style influences your interactions with faculty?  | Part 2 of Question 2                                    |
| PQ 10           | How do you think your leadership style influences college faculty retention rate?  | Anecdotal Information Influenced by Research Question 2 |
| PQ 11           | Do you think that your leadership style effects your overall perceptions of and subsequent interactions with faculty and faculty vacancy rate? | Overall response to Research Question 2                 |
| FSPQ            | Is there anything you would like to add?   | Overall response to Research Question 2                 |

Open-ended Questions 7-9 and a Final Summative Perceptual Question (FSPQ) question collected the participating president's responses to questions intended to solicit their perceptions of their relationships with their faculty (Question 7) and the manner in which their personal leadership style impacts faculty relations (Questions 8-9). The intent of the open-ended Final Summative Perceptual Question (FSPQ) was to provide the participant an opportunity to elucidate, clarify or share any additional thoughts or comments that they would like to provide. Questions 7-9 and FSPQ were coded and themes developed. Question 10 sought the presidents' thought on whether or not leadership style impacts faculty retention. Question 11 sought an overall statement as to the impact of personal leadership style overall. Analysis of Question 10 and 11 provided insight into how the participating presidents perceived their personal leadership

style impacted faculty retention (Question 10) as well as an overall statement as to how personal leadership style impacted all questions related to faculty relations. Responses to Perceptual Questions 7-9 and the Final Summative Perceptual Question were coded to identify any prevalent terms used to describe the president's relationship with faculty, how the president thought that personal leadership style influenced how the president thought about faculty and how personal leadership style influenced the president's interactions with faculty. Codes were identified and sorted into themes for questions 7-9 and then reviewed overall. Each of the identified themes applied to Research Question 2. Themes of 1) Approach to Faculty, 2) Communication, and 3) Support were common to each of the three perceptual questions coded (PQ 7-9). A discussion of findings by Perceptual Question is below. The overall results will be reviewed following review of each specific perceptual question.

**PQ 7: How would you describe the relationship between you, as college president, and your faculty?** As identified during the discussion of the MLQ and Leadership styles above, the prevalence of a transformational leadership style is reflected in the presidents' responses to this question. All of the participating presidents indicated that their relationship with faculty was good to excellent. One president described the relationship between himself and the faculty as:

We have great communication. Faculty feel comfortable seeking me out and discussing issues. Faculty account for almost 50% of all of the employees. I believe that faculty are our greatest resource and the linking pin between the college and our students.

A second president stated that "Faculty trust my leadership and see me as 'one of them.' As a former member of the faculty of this college, I am able to relate to most of their circumstances."

Respecting and supporting faculty was the focus of one president who stated:

I respect the expertise of each faculty member related to education generally, and within their program area specifically. I try to convey that I support their work each day and should be perceived as their advocate and point person to secure necessary staff development opportunities and instructional resources for continued excellence in instruction.

Table 11 provides an overview of the codes and resulting themes that were identified for this question.

Table 11

*Themes and Codes for Perceptual Question 7*

| Themes              | Codes   |
|---------------------|---|
| Approach to Faculty | PQ 7:<br>Trust, respect, comfortable, faculty greatest resource, college linking pin to student |
| Communication       | PQ 7:<br>Open, honest, candid, feedback, input  |
| Support             | PQ 7:<br>Advocate for faculty, provide resources  |
| Common Identity     | PQ 7:<br>Former faculty member, can relate to faculty, comfortable                              |

Approach to Faculty was the predominant theme that emerged for this question. Descriptors of trust and respect were identified by four of the seven presidents. Four of the seven presidents also identified descriptors such as open, honest, input, feedback that supported the theme of communication. Serving as an advocate for faculty and providing needed resources was viewed as impacting the relationship of the president and faculty. The theme of Common Identity was only present in this particular perceptual question. One president described this theme best as “Faculty trust my leadership and see me as 'one of them.' As a former member of the faculty of this college, I am able to relate to most of their circumstances.” Two presidents referred to their



perceived relationship with faculty as “open.” One described his relationship with faculty as “very open and honest” and the other president stated the relationship is “open, respectful, candid, student focused.” Overall, the presidents were detailed, open and thoughtful in describing their relationship with faculty. The code and themes are reflective of the following MLQ Transformational Leadership Behaviors of “builds trust” and “acts with integrity.”

**PQ 8: How do you think your leadership style influences how you think about faculty?** Responses to this question were varied. Three of the presidents specifically related that their leadership style influences how they think about faculty. Examples of these responses are: 1) “As a servant leader, I always try to help faculty and encourage them as much as possible.” 2) “I think my leadership style definitely influences how I think about our faculty as I have a lot of confidence in them and thus, welcome their feedback,” and 3) “Leadership style highly influences how I think about faculty. It provides a framework for how I think about both faculty and staff.” Two presidents, while not relating their leadership style specifically to how they think about faculty, did provide what their overall actual thoughts about their faculty were. These two responses included: 1) “I view faculty as the hub of the college without which, we cannot be successful. I convey that view to the faculty and re-iterate with all staff members, as well. This does place a high level of priority in supporting faculty in providing the strongest content delivery possible to our students” and 2) “I know they are the teaching and subject matter experts and I trust them to do what is best for our students.” Each of the above statements reflects tenets of a transformational leadership style. One statement, “I hold faculty accountable for the successes and failures of their programs” reflected a Transactional Leadership style with Contingent Rewards. Another response reflected both a Transactional Leadership Style with CR

“Respecting the hierarchy, which allows multiple levels of supervision of the faculty before reaching the president allows me to focus on the big picture of instructional quality, program mix for the service area, and industry talent development needs and progress toward meeting those needs - rather than dealing with the day-to-day.” coupled with a Transformational Leadership Style statement “...Yet, I take steps to ensure I visit all campuses as frequently as possible so that the faculty know I am there for them, that I am aware of what they do each day, and that we are all in this together - to make our communities better.”. Table 12 describes the codes and themes that emerged for PQ 8 regarding how leadership style influences thoughts about faculty.

Table 12

*Themes and Codes for Perceptual Question 8*

| Themes              | Codes  |
|---------------------|--|
| Approach to Faculty | PQ 8:<br>Servant leader, encourage, hub of college, important to success of college, trust focus on students, confidence in faculty, respect, visible to faculty, hold faculty accountable |
| Communication       | PQ 8:<br>Welcome feedback, verbalize importance of faculty TO faculty  |
| Support             | PQ 8:<br>Help, provide resources, focus on students  |

Although responses were varied, the three themes that emerged for PQ 8 were the same as those for RQ 7. Several descriptors were the same for both questions such as trust and respect (approach to faculty), feedback (communication) and provide resources (support). While most of the descriptors were different than PQ 7, they still emerged into the same three themes. The code and themes are reflective of the following MLQ Transformational Leadership Behaviors of builds trust, encourages others, coaches and develops people and Transactional Leadership with CR Behavior of rewards achievement.

**PQ 9: How do you think your leadership style influences your interactions with faculty?** Two presidents specifically related their leadership style with their interactions with faculty. One president commented that “I think my leadership style lends itself to my communicating and interacting with our faculty.” Another stated that “I believe that I am a transformational leader which is based in supporting and encouraging others. I adhere to the tenets of servant leadership as well which provides a more mutual approach rather than a top down approach.” The other five presidents provided insights as to how they perceive their leadership style influences their interactions with faculty. Several of the presidents indicated that they have an open-door policy with faculty. One president stated that “being very open and providing as much communication as possible helps faculty to feel more comfortable. I also have an open-door policy at all times.” Another president reflected on his personal struggle in balancing an open-door approach with that of the hierarchical structure of a large college and stated:

Since I work to merge two somewhat contradictory ideas of organizational structure - the ideas of hierarchical reporting structures and a flat organizational model, each faculty member must come to the realization that they are free to contact me and share whatever is on their minds, and I am willing to listen and thoroughly enjoy those conversations (the flat model). But that whatever direction those conversations take, there will be little or no "action" taken without ensuring that all supervisory levels are also brought into the conversation. Faculty simply appreciate being able to share about their programs - and I appreciate staying up to date about our programs by hearing directly from those closest to the action.

Another president described that his leadership style influences his interactions with his faculty and that “interactions are a reflection of how I think about faculty. While high priority is given to support of the faculty, high expectations follow.” One president indicated that “I think my leadership style lends itself to my communicating and interacting with our faculty in an open and positive manner.” One president said that “with my leadership style, I try to see the good in all people and attempt to create a trusting relationship with faculty.” Codes were identified which emerged into the same three themes of approach to faculty, communication and support. Table 13 provides the codes and themes that emerged from these descriptions.

Table 13

*Themes and Codes for Perceptual Question 9*

| Themes              | Codes  |
|---------------------|--|
| Approach to Faculty | PQ 9:<br>Comfortable, high expectations of faculty, mutual respect, teamwork, see good in others, trust, encourage, servant leadership, mutual approach to issues, reciprocity |
| Communication       | PQ 9:<br>Open, frequent, open door policy, frequent interaction with faculty, share, listen, sharing of ideas, ensure all levels of organization are included in discussions   |
| Support             | PQ 9:<br>Provide high support of faculty   |

While the same three themes emerged for PQ 9 as emerged for PQ 7 and 8, several descriptors were unique to this question such as high expectations of faculty mutual approach to issues (approach to faculty) and frequent interaction with faculty (communication). In general, the descriptors were primarily reflective of Transformational Leadership Style behaviors coupled with some Transactional with CR Leadership Style behaviors. The code and themes are reflective of the following MLQ Transformational Leadership Behaviors of builds trust, acts with integrity, encourages others, coaches and develops people as well as the Transactional with CR Leadership Behavior of rewards achievement.

**PQ 10: How do you think your leadership style influences college faculty retention rates?** All of the participating presidents emphatically associated their high faculty retention (and low faculty vacancies) with their leadership style as a primary factor. Several statements made by participants include: 1) “I think my leadership style has a positive influence on a good retention rate of faculty” and 2) “I believe that my leadership style produces a positive and encouraging work environment. I think that this highly influences faculty satisfaction which promotes high faculty retention with almost no open faculty positions.” Other statements that reflect the influence of leadership styles included: 1) “I believe that we have a low turnover rate due to the priority placed on instruction and the satisfaction that instructors receive working here and 2) “It is a positive, but there are many other factors involved with retention.” Overall, the general perspective among the participants was that leadership style definitely influences and promotes faculty retention and participants described organizational environments that reflect Transformational Leadership Style Behaviors of that lead to faculty satisfaction, good relations between faculty and supervisors at any level.

**PQ 11: Do you think that your leadership style affects your overall perceptions of and subsequent interactions with faculty and faculty vacancy rate?** This question sought an overall statement as to the impact of personal leadership style overall. Analysis of responses to this question provided overall insight as to how presidents perceived the impact of personal leadership style on all facets related to faculty relations. All participating presidents strongly stated that their leadership style affects their overall perceptions of and subsequent interactions with faculty and faculty vacancy rate. Responses to this question made by participants included: 1) “Yes. In my opinion” 2) “Yes, absolutely” 3) “Yes, I believe my leadership style lends itself to a good relationship and good interactions with faculty and a low vacancy rate and because I

have a positive leadership style, my perception is one of a positive relationship and interactions with them” 4) “It highly influences my overall perceptions, interactions with faculty and faculty vacancy rate. The combination of these elements is based in my personal beliefs and leadership style” 5) Yes. It highly influences all of these” and 6) “Yes! My leadership style influences all of these in a positive manner.” One president provided a very comprehensive and insightful response to this question of “My personal beliefs influence my leadership style which drive how I work with faculty and others. I think that my leadership style is entwined with my overall perception of faculty as well as my interactions with them. I think that this all influences faculty retention and therefore faculty vacancy rate. While there are other variables that impact faculty retention, I think that leadership style of a president influences organizational culture which defines the working environment.” The overall response was that leadership styles affect overall perceptions of faculty as well as subsequent interactions with faculty and faculty vacancy rate.

**FSPQ: Is there anything you would like to add?** The participants used this question as an opportunity to elucidate, clarify, emphasize or share any additional thought or comments that the president wanted to provide. Table 14 delineates identified codes and themes for the responses to this question.

Table 14

*Codes Identified for Final Summative Perceptual Question*

| <b>FSPQ : Is there anything you would like to add?</b> | <b>CODES</b>  |
|--|---|
| Approach to Faculty                                    | Trust is critical to a successful relationship, faculty are highly valued, faculty are the heartbeat of the organization, |
| Communication  | Direct and open interactions,   |
| Organizational Processes                               | Budget needs can impact relationships, funding to support instruction, ensure mid-level managers are well trained,        |

|                 |   |
|-----------------|---|
| Common Identity | Serving as a previous faculty member provides a perspective as well as a point of respect from faculty, faculty can identify with supervisors who have been faculty |
|-----------------|---|

Participants used this final open-ended question as a last opportunity to emphasize elements of leadership that they felt were the most critical. The four themes emerged from the identified codes for this question were: 1) Approach to Faculty, 2) Communication, 3) Organizational Processes, and 4) Common Identity. The Approach to Faculty theme was present in PQ 7-9, however the emphasis here was on trust and highly valuing faculty. As one president stated, “Faculty and all employees are to be highly valued and well treated, they are the heartbeat of your organization.” The tenets of direct and open interactions were emphasized by one president as “direct and open leadership interactions are important to a positive environment.”

Organizational Processes was a new theme that emerged specifically with this question. One president was emphatic that budget needs can impact relationships, that funding to support instruction is important and that mid-level managers are well trained to work with faculty. The theme of Common Identity, which was also present with PQ 7, relates to presidents having previously been faculty and so can identify with and understand faculty issues. Three presidents indicated that they had been faculty during their career. One president stated, “Being a teacher for many years enables me to see things from the faculty perspective.” Another president emphasized that “I believe that all presidents should have been faculty during their career path. It helps for faculty to know that you have experienced and can appreciate their opportunities, successes and struggles.”

**Overall Themes.** The researcher found that, in general, all of the participating presidents used very similar descriptors both within each question as well as across all questions. It was evident to the researcher that the participating presidents are very self-reflective individuals,

were overall insightful, willing to share thoughts, secure in their beliefs, and have spent much time in exploring their personal leadership style and its impact on the organization and individuals connected to the organization. The overall themes and the theme's supporting codes are described in Table 15 below.

Table 15

*Overall Themes and Supporting Codes Identified from Participant Questions*

| Themes                       | Codes  |
|------------------------------|--|
| Theme 1: Approach to Faculty | Overall:<br>Trust, respect, comfortable, faculty greatest resource, college linking pin to students, servant leader, encourage, hub of college, important to success of college, trust focus on students, confidence in faculty, respect, visible to faculty, hold faculty accountable, comfortable, high expectations of faculty, mutual respect, teamwork, ensure all levels of organization are included in discussions, see good in others, trust, encourage, servant leadership, mutual approach to issues, reciprocity |
| Theme 2: Communication       | Overall:<br>Open, honest, candid, feedback, input, welcome feedback, verbalize importance of faculty TO faculty, open, frequent, open door policy, frequent interaction with faculty, share, listen, haring of ideas   |
| Theme 3: Support             | Overall:<br>Advocate for faculty, provide resources, help, provide resources, focus on students, provide high support of faculty   |
| Theme 4: Common Identity     | Overall:<br>Former faculty member, can relate to faculty, comfortable  |

While responding to the perceptual questions, the presidents provided multiple responses that culminated into a description of how they approach faculty. One president stated, “I always try to help faculty and encourage them as much as possible.” Another said that he “viewed faculty as the hub of the college without which we cannot be successful.” Three presidents shared that they have a confidence in faculty, respect the expertise of each faculty and trust them to do what is best. Two other presidents both indicated that they look for the best in people and try to create a trusting and honest relationship with faculty as well as encouraging and supporting faculty. Another president described faculty as “our greatest resource and the linking pin



between the college and our students.” One president stated, “employees are to be highly valued and are the heartbeat of our organization.” Every president described efforts towards creating an environment based on open, respectful, and honest communication with faculty. As one president stated, “there is great communication between myself and faculty because they feel comfortable seeking me out and discussing issues in an open environment.” The presidents discussed the importance of providing support to faculty such as a “high level of priority is placed on supporting faculty,” faculty know that “I am there for them,” and “we are all in this together.” An unexpected theme that emerged was that of common identity. The sense of common identity is based on many of the presidents having been former faculty. Presidents remarked on the importance of faculty trusting their leadership because faculty viewed them as “one of them” due to having been former faculty members of the college. One president indicated that “I am able to relate to most of the faculty’s circumstances – I have been there.” Another president emphatically stated the he believed that all presidents should have been faculty during their career and that “it helps for faculty to know that you have experienced and can appreciate their opportunities, successes and struggles.” The descriptors or codes listed in Table 15 were used repeatedly throughout all of the responses regardless of the question. These codes culminated in the four overall themes of approach to faculty, communication, support, and common identity. The overall code and themes are reflective of the following MLQ Transformational Leadership Behaviors of builds trust, acts with integrity, encourages others, coaches and develops people and the Transactional Leadership Behavior of rewards achievement.

### **Summary of Findings**

The purpose of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. As college presidents are in a pivotal position to influence the retention rate and job satisfaction level of faculty, an understanding of how presidents viewed their leadership style as influencing faculty retention and vacancy was also explored.

The predominant leadership style as identified by the MLQ Questionnaire was a Transformational Leadership Style with a Transactional Leadership Style with Contingent Rewards as a very close second. Findings suggested that the participating presidents employed both leadership styles in leading their two-year colleges. This finding was somewhat expected as the presidents are held accountable for the performance of their two-year college and, in turn, must clearly articulate expectations and hold those that they lead accountable for performance. As one president stated, "while high priority is given to the support of faculty, high expectations of faculty follows."

All of the two-year college presidents' perceptions of their relationship with faculty was viewed as good to excellent and all agreed that their personal leadership style influenced faculty relations, their interactions with faculty as well as faculty retention and faculty vacancies. The participating presidents associated their personal leadership style with influencing their faculty's sense of value to the organization, the organizational environment, and employee job satisfaction and performance. Four overall themes emerged from the collected perceptual questions. These four themes included: 1) approach to faculty, 2) Communication, 3) Support, and 4) Common Identity. While one or more of these themes were identified in each of individual perceptual questions, the themes were further confirmed and emphasized by the final summative perceptual

question that asked the presidents about their overall perception of how their leadership style influenced their perceptions and subsequent interactions with faculty and faculty vacancies. The researcher found that the responses to the online perceptual questions were detailed, insightful, and indicated that the participants were self-reflective, insightful, and thoughtful in their thoughts and responses.

Chapter 5 will include an interpretation of findings to each research question, a discussion of the implication of the results, recommendations for action and further study, and conclusion.

## **CHAPTER 5**

### **CONCLUSION**

The purpose of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which they perceive their personal leadership style impacts faculty relations. The ability of a college president to recognize the need for providing a vision, purpose, values that result in a clear and consistent direction is critical to meeting the needs of a higher education institution (Basham, 2012). This tenet provided an impetus to explore two-year college presidents' leadership styles. Alexander (2000) proposed that a president's ability to create an environment built on a partnership with followers (such as faculty) was crucial to lead change and meet the needs and obligations of higher education institutions. This tenet motivated the researcher to explore the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. No research was found that specifically explored two-year college president's leadership styles and the perceptions that these presidents have of their relationship with faculty and the impact of personal leadership style on faculty relations.

The data collection process began with an Invitation to Participate email with a hyperlink to the online survey. College presidents employed by a two-year college system in the southern United States were asked to complete an online MLQ Leadership Style Survey and a Demographic/Perceptual Questionnaire to obtain this data. The email was sent to 21 two-year college presidents employed within a same college system. Participants were able to opt-in to the survey by selecting the link, reviewing and agreeing to the Consent to Participate and completing the MLQ Leadership Survey and the Demographic/Perceptual Questionnaire. As a

result, 7 of 21 (33%) potential participants completed all components of the data collection process.

The study was guided by the following research questions:

1. What are the various leadership styles of two-year college presidents within a two-year college system as measured by the Multifactor Leadership Questionnaire (MLQ)?
2. What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?

Interpretations and conclusions were developed by analyzing the MLQ Leadership Style Group Report, collected demographic data and by coding/theme development of seven perceptual questions.

### **Interpretation of Findings**

#### **Research Question 1**

1. What are the various leadership styles of two-year college presidents within a two-year college system as measured by the Multifactor Leadership Questionnaire (MLQ)?

The MLQ associated leadership style attributes and behaviors with either transformational, transactional, or Passive-Avoidant Behaviors leadership styles. The predominant leadership style as self-rated by the participating presidents was Transformational for six of the seven presidents. These same six presidents' secondary leadership style of Transactional with Contingent Rewards scores were almost the same as the primary Transformation Style. One of the seven president's primary leadership style was Transactional with Contingent Rewards, however, there a very small difference between that President's score

for Transactional with Contingent Rewards as compared to the score for Transformational style. The participant group scored higher on Transformational, Transactional with Contingent Rewards, and Outcomes of Leadership than the comparative norm and lower on Passive-Avoidant Style. The analysis suggested that this participant group of presidents uses both a Transformational and Transactional with Contingent Rewards Leadership Style interchangeably and are skilled in both skills in order to effectively lead and manage their two-year college. The MLQ Leadership Questionnaire determined that this group scored almost the same on the Transformational and Transactional with Contingent Reward Leadership Styles which supports Basham's (2012) finding that the most effective president is one that uses both a transformational and transactional with contingent rewards approach. As a group, these presidents scored above the norm on Outcomes of Leadership which suggested that this combination of leadership styles is effective.

Transformational leadership behaviors that are strengths for this participant group reflected the ability to encourage others through expressing confidence of achieving goals, talking about the future optimistically, articulating a compelling vision of the future and talking enthusiastically about what needs to be accomplished which support the behavior of inspiring others. Robbins & Coulter's (2007) expanded definition of transformational denotes leadership as a person who stimulates and inspires the (transforms) followers to achieve extraordinary outcomes (as cited in Odumeru, 2013, p. 356). Another strong behavior of a transformational leader is that of coaching and developing people in terms of building trust as well as coaching and developing people.

One of the behaviors associated with a transformational leadership style is the development and coaching of people (Bass and Avolio, 2015) and is measured within the

Multifactor Leadership Questionnaire (MLQ). Coaching and developing people (which was also a strength) were two of the ten behaviors identified as needing development with a focus specifically in the behavioral areas of teaching and coaching others and considering individual needs as well as the group. This was a surprising revelation to the researcher. This study's findings support Basham's (2012) conclusion that while college presidents with a transformational leadership style are best suited to create a partnership environment, the most effective college president is one that can use a leadership approach of transformation or transactional with contingent rewards depending upon the situation.

### **Research Question 2**

1. What are the two-year college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?

Overall, all of the two-year college presidents' perceived their relationship with faculty as good to excellent and all agreed that their personal leadership style influenced faculty relations, their interactions with faculty as well as faculty retention and faculty vacancies. The participating presidents associated their personal leadership style with influencing their faculty's sense of value to the organization, the organizational environment, and employee job satisfaction and performance. Four overall themes emerged from the collected perceptual questions. These four themes included: 1) approach to faculty, 2) Communication, 3) Support, and 4) Common Identity. While one or more of these themes were identified in each of individual perceptual questions, the themes were further confirmed and emphasized by the final summative perceptual question that asked the presidents about their overall perception of how their leadership style influenced their perceptions and subsequent interactions with faculty and faculty vacancies. The data suggested that this group of participating presidents is thoughtful and reflective in their

approach to leading their organization and their faculty. The presidents, individually and collectively, were cognizant of and could clearly articulate how their personal leadership style influenced their relationship with faculty and faculty relational components of interactions with faculty as well as faculty retention and vacancy rates. These findings support the conclusions identified by Little-Wiles (2012) who examined college leaders' perceptions and strategies related to faculty recruitment and retention. Little-Wiles (2012) found that communication, transparency, and administrator/faculty relationship were crucial to faculty recruitment and retention. While the Little-Wiles study did not evaluate the presidents' perception of faculty it did attempt to qualify the administrator/faculty relationship. The participating presidents emphasized the value of having been a teacher/faculty and so could create a common identity with their faculty, that faculty are highly valued and important to the success of their college and the students they serve. Basham (2010) found that the leadership style of college leaders highly influenced organizational culture and the relationships between leaders and followers. While this study did not seek a perspective on perceptions of the relationship between a college president and faculty from a faculty viewpoint, the data did find that this group of participants valued the relationship with faculty and recognized the impact of their leadership style on this relationship and president/faculty interactions.

### **Implications**

The most effective college president is one that can use a leadership approach of transformation or transactional with contingent rewards depending upon the situation (Basham, 2012). The findings obtained from the MLQ Leadership Questionnaire align with the articulated statements made by the participating presidents on the Demographic/Perceptual Questionnaire in the areas of the identified leadership styles (as identified by the MLQ associated



behavioral statements), perception of president's general thoughts and interactions with faculty as well as how the presidents perceived that their personal leadership style influences faculty retention. It was found that each of the seven two-year college presidents exhibit high scores for both a transformative and a transactional with contingent rewards leadership style. As a result, these presidents demonstrate the most effective college leadership styles as identified by Basham (2012).

College presidents are in a pivotal position to influence the retention rate and job satisfaction level of faculty (Fleming 2010; Basham, 2010). Research has also found that a leader's role is critical to faculty retention (Cordeiro, 2010) and that the behaviors of transformational leaders enhances faculty job satisfaction (Batch & Heyliger, 2014). Findings from this research indicate that very few open full-time faculty positions exist among the participating presidents' colleges which the presidents attributed to positive job satisfaction as a result of college environment. This finding, in light of a Transformational Leadership Style as the predominant leadership style, could be a positive variable a low faculty vacancy rate and high faculty retention rate. Perceptions and conceptualizations of individuals or groups influence the perceptions and conceptualization of relationships that are subsequently established and play a role in guiding behavior (Strack and Forster (2009). Each of the participant responses to the perceptual questions related to how the presidents think about faculty and if they thought that their leadership style influences their interactions with faculty suggests that these participants reflect on how they think about faculty, interact with faculty and believe that their personal leadership style has an effect on faculty retention and faculty vacancies at their colleges and that this contributes to the number of low faculty vacancies at their colleges. The leadership style and approach of a combined transformational and transactional with contingent rewards that

influences the individual leader' role has been identified as necessary for enhancing faculty members job satisfaction (Amin, Kahn, & Tatlah, 2013, p. 89). The leadership style of academic leaders highly influences faculty job satisfaction (Batch and Heyliger, 2014) and influences an employee's intention to leave employment (Duque, 2015). As each of the participating presidents had high scores in both the transformational and the transactional with contingent rewards leadership style, implication of this finding suggests that perhaps the reported low faculty vacancies of thirty-one vacancies across all seven colleges may be influenced by the leaders identified leadership styles as well how the presidents think and interact with their faculty.

The finding that 100% of the seven participating college presidents are age 50 or above and plan to retire in the next one to nine years suggests that the two-year college system will have at least a 33% president vacancy rate over the next nine years. An implication of this finding is that potential college presidents and leaders may need to be identified to address the forthcoming need for college presidents. The use of a leadership style tool such as the MLQ may be useful in predicting the success of as well as the identification of potential college presidents currently within the system that demonstrate a high propensity for both a transformational and transactional with contingent rewards leadership style. A further implication related to the identification of potential presidents is that these potential leaders also demonstrate congruency between their leadership style combination with their perceptions of and interactions with faculty. If future college presidents are identified within the system, the promotion of these individuals could create a cascading effect of a further decreased availability of a pool of potential executive to mid-level leaders and as well as faculty. An additional implication is that of developing leadership capacity within the system through mindful leadership development

training through the identification of effective leadership styles to specific leadership needs as well as to how various leadership styles may influence the leader's perception of and interactions with both faculty and staff within a two-year college setting.

The researcher had limitations for this study due to one system being used as well as the population size. Because the study was completed within one system, findings may not be easily generalized for other systems or colleges. Another limitation was the sample size. While the researcher had hoped to have a sample size of 7-11 presidents, the sample size was on the lower end of seven presidents.

### **Recommendations for Action**

The following recommendations for action are based on conclusion identified in this research.

**Use the MLQ to screen presidential candidates to determine high alignment with both Transformational and Transactional with Contingent Rewards Leadership Styles.**

Basham's (2012) research determined that the most effective college president is one that can use a leadership approach of transformation or transactional with contingent rewards depending upon the situation. This research found that each of the participants exhibited high scores for both of these leadership styles, reported low faculty vacancies and thought that their personal leadership style influences how they think about faculty as well as their interactions with faculty. The use of the MLQ could potentially serve as a predictor of success. The additional use of the Demographic/ Perceptual Questionnaire could potentially assist in identification of the alignment between the identified leadership styles with the leader's perceptions of and interactions with other college employees.

**Provide Leadership Development with current presidents to identify, review and strengthen identified individual and group MLQ Ten Areas Needing Development.**

The identification of current presidents leadership style as well as the individual group norm in each leadership style , the top ten strengths and the top ten areas needing development could potentially strengthen leadership effectiveness at the local college level as well as the two-year system as a whole. It could also aid in fostering encouragement of innovative thinking and developing people within the system and organization.

**Use the MLQ to screen candidates for any leadership position at the local college level to identify potential candidates with a high alignment with both Transformational and Transactional with Contingent Rewards Leadership Styles.**

The use of a leadership assessment instrument and identifying specific leadership behavioral attributes as an additional methodology to inform hiring/ appointment for leadership and management positions could potentially serve as a predictor for success of the selected candidate. The use of the MLQ could also be beneficial in identifying effective group as well as individual specific task assignments.

**Use the MLQ to identify potential leaders at the local college level within the system.**

The identification of potential leaders at the local college level could assist in addressing possible presidential vacancies due to the anticipated retirement of 33% of the system's presidents over the next 10 years. The use of the MLQ could be used to identify potential leaders. The MLQ could also be used to identify the top ten strengths of the potential leaders. It could also be a tool to identify the top ten areas for development that could provide the basis for an individualized focused leadership development plan. Incorporation of the AACC Core

Competencies Manuals for various levels of leadership could also be included. This strategy could promote intentional reflection and growth of current and future leaders.

### **Deploy the MLQ and Demographic/Perceptual Survey at the Local College Level**

The development of formalized educational opportunities for personal leadership style awareness and reflection of current two-year college leaders at the presidential, vice-presidential, dean and program chair levels across a college could facilitate leadership growth and performance of individuals and groups. Recommended instruments would be the MLQ for Leadership Style assessment and awareness as well as the AACC Core Competencies Manuals for various levels of leadership. This strategy could potentially aid in increasing a college's leadership capacity and building on the individual and collective strengths of individuals and groups within each college.

Benefits to internal stakeholders (including the overall college system, the System Executive Administrative Staff, System Presidents, and other college leaders) would include an increased awareness of personal leadership style and how various leadership styles impact the relationships and interactions with others which could potentially lead to a more informed and educated leader population and workforce. External stakeholders include college presidents and faculty of other two-year and community colleges as well as colleges of all sizes. The dissemination the research result might include publication of research in journals, presentation at professional conferences as well as presentation of results at the system and local college level.

### **Recommendations for Further Study**

Recommendations for further study include:

1. Replicate the study with women presidents to determine if there are differences or similarities to the responses of male presidents to determine if gender might influence an individual's leadership style.
2. Replicate study using a larger sample size to determine if the findings are similar to this study and enhance the possibility that the study findings could be generalized.
3. Replicate study at another two-year college system to identify if this study's findings are generalizable to other systems as well as to identify differences and similarities in leadership styles as well as how presidents think about and interact with faculty.
4. Replicate study at the local college level with various levels of leadership or leadership as a whole to identify potential leaders as well as to identify individual and group strengths and areas needing development. This information could inform leadership training offered as well as provide insight to effective group assignments.
5. Replicate study specifically with Deans in the system to: a) determine if findings are similar for leaders at the closest level to faculty and b) create awareness of personal leadership style and its influence on relations and interactions with others, and c) identify leadership strengths and potential leadership areas that need development.

### **Conclusion**

The focus of this exploratory multiple case study was to develop an understanding of two-year college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which they perceive their personal leadership style impacts faculty relations. College presidents employed by a two-year college system in the southern United States were asked to complete a leadership style measurement instrument and a Demographic/Perceptual Questionnaire.

The researcher identified a gap in the literature related to the leadership styles specifically of community (two-year) college presidents. The examination of the leadership styles of two-year college presidents as well as their perceptions of their relationship with faculty and the manner in which they perceived their personal leadership style impacting faculty relations can address a significant gap in higher education literature. While no research was found that specifically explored community college presidents' perceptions of relationships with faculty and how personal leadership style impacts faculty relations, literature was reviewed that explored college presidents' perceptions of trustees (Smith and Miller, 2014), perception of demands and competencies of leadership (Adelhoc, 2015), perception of distance education (Nobles, 2010), perceptions of a tobacco-free campus (Reindl, 2013), perception of intercollegiate athletics (Williams & Pennington, 2006), perceptions of faculty professional development needs (Wallin, 2010), and college leaders perceptions/strategies for faculty recruitment and retention (Little-Wiles, 2012).

This research also explored two-year college president's perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Minimal research had been directed toward 1) identification of the various leadership styles that exist within a two-year college system and 2) two-year college presidents' perceptions of their relationship with faculty and the manner in which their personal leadership style impacts faculty relations. There was little research that discussed how college presidents have been oriented to assess self-awareness of 1) leadership style; 2) perceptions of their relationship with faculty and 3) the manner in which personal leadership style impacts faculty relations that impacts organizational outcomes such as faculty job satisfaction and retention (Duque, 2015). The possible influence of the college presidents' leadership style and perceptions of faculty as well as

the potential of this relationship to effect faculty retention is important for the success of a college (Fleming, 2010).

As no previous research was found that explored two-year college presidents' various leadership styles or their perceptions of their relationship with faculty and the manner in which they perceive their personal leadership style impacts faculty relations, this study provides a contribution to this gap in the literature. The research findings could provide a significant contribution to leadership development by identifying and contributing to the gap in existing literature related to how college leaders perceive faculty. These findings could lead to further research to identify how college leaders' leadership style and behaviors (as developed from leadership behaviors and values) and view of faculty (faculty descriptions/faculty levels and behaviors) may influence and predict perceptions of faculty. Findings could also provide data that contributes to understanding the elements that may affect vacancies in both leadership and faculty and that could potentially inform leadership training. The perception of faculty by a potential future leader may serve as a predictive precursor and could potentially predetermine a leader's future success. As such, self-awareness and reflection of leadership style and how a specific leadership style impacts perception of faculty and faculty retention could be a critical component of leadership training. As the demand for and student enrollment within two-year and community college settings continues to expand, the juxtaposition of this increased demand with the number of leaders that are anticipated to retire over the next ten years, suggests that colleges build capacity of capable leaders. As identified by Bashan (2012) and supported by findings of this research, leaders that exhibit both Transformational and Transactional with Contingent Rewards Leadership styles possess the necessary skill set that is most effective at leading within the higher education community.



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## APPENDIX A

## Multifactor Leadership Questionnaire

For use by Claudia Grooms only. Received from Mind Garden, Inc. on February 22, 2019

## Multifactor Leadership Questionnaire

## Leader Form

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

Organization ID #: \_\_\_\_\_ Leader ID #: \_\_\_\_\_

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

| Not at all  | Once in a while | Sometimes | Fairly often | Frequently,<br>if not always |
|---|-----------------|-----------|--------------|------------------------------|
| 0   | 1               | 2         | 3            | 4                            |
| 1. I provide others with assistance in exchange for their efforts .....                           | 0               | 1         | 2            | 3 4                          |
| 2. I re-examine critical assumptions to question whether they are appropriate .....               | 0               | 1         | 2            | 3 4                          |
| 3. I fail to interfere until problems become serious .....  | 0               | 1         | 2            | 3 4                          |
| 4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards ..... | 0               | 1         | 2            | 3 4                          |
| 5. I avoid getting involved when important issues arise .....                                     | 0               | 1         | 2            | 3 4                          |
| 6. I talk about my most important values and beliefs .....  | 0               | 1         | 2            | 3 4                          |
| 7. I am absent when needed .....  | 0               | 1         | 2            | 3 4                          |
| 8. I seek differing perspectives when solving problems .....                                      | 0               | 1         | 2            | 3 4                          |
| 9. I talk optimistically about the future .....   | 0               | 1         | 2            | 3 4                          |
| 10. I instill pride in others for being associated with me .....                                  | 0               | 1         | 2            | 3 4                          |
| 11. I discuss in specific terms who is responsible for achieving performance targets .....        | 0               | 1         | 2            | 3 4                          |
| 12. I wait for things to go wrong before taking action .....                                      | 0               | 1         | 2            | 3 4                          |
| 13. I talk enthusiastically about what needs to be accomplished .....                             | 0               | 1         | 2            | 3 4                          |
| 14. I specify the importance of having a strong sense of purpose .....                            | 0               | 1         | 2            | 3 4                          |
| 15. I spend time teaching and coaching .....  | 0               | 1         | 2            | 3 4                          |

Continued →

For use by Claudia Grooms only. Received from Mind Garden, Inc. on February 22, 2019

| Not at all  | Once in a while | Sometimes | Fairly often | Frequently,<br>if not always |   |
|---|-----------------|-----------|--------------|------------------------------|---|
| 0   | 1               | 2         | 3            | 4                            |   |
| 16. I make clear what one can expect to receive when performance goals are achieved .....           | 0               | 1         | 2            | 3                            | 4 |
| 17. I show that I am a firm believer in "If it ain't broke, don't fix it." .....                    | 0               | 1         | 2            | 3                            | 4 |
| 18. I go beyond self-interest for the good of the group .....                                       | 0               | 1         | 2            | 3                            | 4 |
| 19. I treat others as individuals rather than just as a member of a group .....                     | 0               | 1         | 2            | 3                            | 4 |
| 20. I demonstrate that problems must become chronic before I take action .....                      | 0               | 1         | 2            | 3                            | 4 |
| 21. I act in ways that build others' respect for me .....   | 0               | 1         | 2            | 3                            | 4 |
| 22. I concentrate my full attention on dealing with mistakes, complaints, and failures .....        | 0               | 1         | 2            | 3                            | 4 |
| 23. I consider the moral and ethical consequences of decisions .....                                | 0               | 1         | 2            | 3                            | 4 |
| 24. I keep track of all mistakes .....  | 0               | 1         | 2            | 3                            | 4 |
| 25. I display a sense of power and confidence .....   | 0               | 1         | 2            | 3                            | 4 |
| 26. I articulate a compelling vision of the future .....  | 0               | 1         | 2            | 3                            | 4 |
| 27. I direct my attention toward failures to meet standards .....                                   | 0               | 1         | 2            | 3                            | 4 |
| 28. I avoid making decisions .....  | 0               | 1         | 2            | 3                            | 4 |
| 29. I consider an individual's having different needs, abilities, and aspirations from others ..... | 1               | 2         | 3            | 4                            | 0 |
| 30. I get others to look at problems from many different angles .....                               | 0               | 1         | 2            | 3                            | 4 |
| 31. I help others to develop their strengths .....  | 0               | 1         | 2            | 3                            | 4 |
| 32. I suggest new ways of looking at how to complete assignments .....                              | 0               | 1         | 2            | 3                            | 4 |
| 33. I delay responding to urgent questions .....  | 0               | 1         | 2            | 3                            | 4 |
| 34. I emphasize the importance of having a collective sense of mission .....                        | 0               | 1         | 2            | 3                            | 4 |
| 35. I express satisfaction when others meet expectations .....                                      | 0               | 1         | 2            | 3                            | 4 |
| 36. I express confidence that goals will be achieved .....  | 0               | 1         | 2            | 3                            | 4 |
| 37. I am effective in meeting others' job-related needs .....                                       | 0               | 1         | 2            | 3                            | 4 |
| 38. I use methods of leadership that are satisfying .....   | 0               | 1         | 2            | 3                            | 4 |
| 39. I get others to do more than they expected to do .....  | 0               | 1         | 2            | 3                            | 4 |
| 40. I am effective in representing others to higher authority .....                                 | 0               | 1         | 2            | 3                            | 4 |
| 41. I work with others in a satisfactory way .....  | 0               | 1         | 2            | 3                            | 4 |
| 42. I heighten others' desire to succeed .....  | 0               | 1         | 2            | 3                            | 4 |
| 43. I am effective in meeting organizational requirements .....                                     | 0               | 1         | 2            | 3                            | 4 |
| 44. I increase others' willingness to try harder .....  | 0               | 1         | 2            | 3                            | 4 |
| 45. I lead a group that is effective .....  | 0               | 1         | 2            | 3                            | 4 |

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## APPENDIX B

### Leadership Style and Associated Key Leadership Behaviors

MLQSelf - Sample Group (II), Campaign

#### 1. Introduction

This report reviews group averages for the *Multifactor Leadership Questionnaire™* (MLQ). The MLQ measures a full range of leadership styles to achieve optimal outcomes for the organization. This report provides feedback on how this group perceives the frequency of their own leadership behaviors.

The MLQ measures leadership styles which may be grouped under three broad categories. Each category differs in the nature of the leadership behaviors and in expected outcomes.

| Transformational Leadership |                                     | Full Range Leadership® Model Style Labels |
|-----------------------------|-------------------------------------|---|
| (Also known as the 5 I's)   | Builds Trust                        | IIA                                       |
|                             | (Idealized Influence -- Attributes) |   |
|                             | Acts with Integrity                 | IIB                                       |
|                             | (Idealized Influence -- Behaviors)  |   |
|                             | Encourages Others                   | IM  |
|                             | (Inspirational Motivation)          |   |
|                             | Encourages Innovative Thinking      | IS  |
|                             | (Intellectual Stimulation)          |   |
|                             | Coaches & Develops People           | IC  |
|                             | (Individualized Consideration)      |   |
| Transactional Leadership    |                                     |   |
| Constructive                | Rewards Achievement                 | CR  |
|                             | (Contingent Reward)                 |   |
| Corrective                  | Monitors Deviations & Mistakes      | MBEA                                      |
|                             | (Management-by-Exception: Active)   |   |
| Passive-Avoidant Behaviors  |                                     |   |
| Passive                     | Fights Fires                        | MBEP                                      |
|                             | (Management-by-Exception: Passive)  |   |
| Avoidant                    | Avoids Involvement                  | LF  |
|                             | (Laissez-Faire)                     |   |

*APPENDIX C*

## Consent to Participate

APPROVED FOR USE BETWEEN

UNIVERSITY OF NEW ENGLAND  
INSTITUTIONAL REVIEW BOARD

Version 8.22.18

**UNIVERSITY OF NEW ENGLAND  
CONSENT FOR PARTICIPATION IN RESEARCH****Project Title:** Community college presidents' Leadership Styles and Perceived Impact of Personal Leadership Style on Faculty Relations**Principal Investigator(s):** Claudia A. Grooms, RN, MSN**Introduction:**

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

**Why is this research study being done?**

The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

**Who will be in this study?**

The research focuses on community college presidents serving in one college system located in the southern United States.

**What will I be asked to do?**

Complete one electronic survey that contains this Consent to Participate, a 45-item Multifactor Leadership Questionnaire (MLQ Form5x-Short), and an 11-item Demographic/Perceptual Questionnaire.

**What are the possible risks of taking part in this study?**

There are no known risks associated with this study. The researcher will maintain confidentiality and privacy for participants.

**What are the possible benefits of taking part in this study?**

An expected direct benefit of this study is that the participant may obtain greater insight into his/her personal leadership style, relationship with faculty and the manner in which personal leadership style impacts faculty relations.

**What will it cost me?**

There is no cost to the participant. The participant will be provided his/her individual results of the Multi-factor Leadership Questionnaire at no charge upon completion of the survey.

**How will my privacy be protected?**

Required consent to participate will be obtained from all participants by the researcher. The MLQ Leadership Assessment is licensed with and provided by Mind Garden, Inc. The MLQ is hosted online with Mind Garden, Inc. When you click on the link to access the Survey, you will be asked to enter the username and password that is provided by Mind Garden, Inc. and to review and accept the Mind Garden, Inc. Privacy Policy and Terms of Service prior to being given access to the Consent to Participate by the researcher. These documents describe how your privacy, user account/password security, browser information, use of your information as well as how the privacy and confidentiality of your information is protected by Mind Garden, Inc. Mind Garden, Inc. does collect information regarding your browser when you login with your Mind Garden, Inc. username/password provided by email in order to access the survey. The assessment platform is encrypted and secure servers use industry-standard SSL(Secure Sockets Layer) encryption to ensure privacy and confidentiality of information.

Data and files maintained by the researcher will be protected in the following ways: 1)all digital files will be kept on a local computer (with cloud-based back-up that is SSL compliant and requires a username/password to access) that has username/password protection (of the researcher) to access the computer as well as the specific digital files will require an additional password 2) paper documents will be kept in a locked file cabinet to which only the researcher has a key.

**How will my data be kept confidential?**

The researcher will protect your identity throughout the study and thereafter as the following describes. To maintain privacy and confidentiality, your username and email address will be kept in association with your survey responses for up to one year by Mind Garden, Inc. for the purpose of providing the researcher and participants with reports, coring and evaluation related to the survey. Mind Garden, Inc. does not share any identifiable personal information (such as name, email) or assessment results directly with anyone other than yourself and the researcher. Mind Garden, Inc. may disclose or use aggregated, non-person specific data for research. Mind Garden, Inc. does not sell, trade, rent or otherwise provide any entity (other than the researcher and participant) with any individually identifiable information provided by the participant.

As an additional confidentiality protection, data provided to the researcher at the close of the survey will not contain identifying information of the participant. Participant name and email will be redacted from the data provided to the researcher so that no association can be

made between the data and a specific participant and the participants organization by the researcher or those reviewing the data. In addition, all data will be analyzed and reported as a group aggregate (not individual) format comprised of all participants. Individual participant information and responses will not be connected to an individual and/or organization.

The researcher will ensure that the identity of the participant is further protected in the open-ended response questions by redacting any identifying participant or organizational information. The researcher, dissertation committee members, and the UNE Institutional Review Board (IRB) have a right to review the data as needed. This data, as stated above, will have the participant identifying information (name and email) redacted from the raw data. Any needed follow-up verbal or written reports or any discussions will identify you only with a pseudonym.

### **What are my rights as a research participant?**

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with the researcher.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.
  - If you choose to withdraw from the research, there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

### **What other options do I have?**

- You may choose not to participate.

### **Whom may I contact with questions?**

- The researcher conducting this study is Claudia Grooms
  - For more information regarding this study, please contact Claudia Grooms at 229-221-3120 or [cgrooms@une.edu](mailto:cgrooms@une.edu).
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Dr. William Boozang, Ed.D, Lead Advisor, UNE at 508-446-7685 or [wboozang@une.edu](mailto:wboozang@une.edu)
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or [irb@une.edu](mailto:irb@une.edu).

**Will I receive a copy of this consent form?**

- A copy of this consent form will be included in an introduction to Participate email sent to potential participants. At the time of the online survey execution, that participant will be asked to agree to the consent form online.

**Participant's Statement**

**I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily. Note: The participant will electronically agree to participate by selecting "Agree" prior to the commencement of the online survey instrument.**

\_\_\_\_\_  
Participant's signature or  
Legally authorized representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

**Researcher's Statement**

**The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.**

\_\_\_\_\_  
Researcher's signature

April 12, 2019

\_\_\_\_\_  
Date

Claudia A. Grooms

\_\_\_\_\_  
Printed name

# APPENDIX D

## Demographic and Perceptual Questionnaire

1. Gender: ☐ Male ☐ Female ☐ Prefer to not disclose
2. Please select your current age range:  
☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60-69 ☐ 70>
3. How many years have you served as a President in this System ?  
☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35>
4. Do you plan to retire within which of the below years: Please select range:  
☐ 1-4 ☐ 5-9 ☐ 10-14 ☐ 15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ >30
5. Approximate number of full-time faculty employed at your college: \_\_\_\_\_
6. Approximate Number of Open Full-time Faculty Positions: \_\_\_\_\_
7. How would you describe the relationship between you, as college president, and your faculty?
8. How do you think your leadership style influences how you think about faculty?
9. How do you think your leadership style influences your interactions with faculty?
10. How do you think your leadership style influences college faculty retention rate?
11. Do you think your leadership style effects your overall perceptions of and subsequent interactions with faculty and faculty vacancy rate?
12. Is there anything you would like to add?

Thank you for your time.

Contact Information Claudia Grooms, claudiajgrooms@gmail.com, 229-221-3120

## Appendix E

### University of New England Institutional Review Board Request for Exemption



**HANDWRITTEN SUBMISSIONS ARE NOT ACCEPTED**

## Request for study Exemption from UNE IRB Review

### INSTRUCTIONS FOR REQUESTING AN EXEMPTION FROM IRB REVIEW

Complete the REQUEST FOR STUDY EXEMPTION FROM IRB REVIEW to request an IRB exemption from research review. Only studies that fit into one or more eligible categories listed under 45 CFR 46.1010(b) (<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.101%28b%29>) may be considered for an exemption. Studies that include the collection of sensitive information<sup>1</sup> or include special subject populations<sup>2</sup> are generally not eligible for an exemption. These studies require IRB review. Please complete an [IRB Application For Initial Review & Approval](#) form.

The UNE Assurance for the Protection of Human Subjects prohibits the start of any research (including recruitment of subjects or advertising) that has not been reviewed and approved or exempted by the IRB or its designee. Please sign this form and include a brief description of the research. Return these materials to the Research Compliance Office for official assessment. The Primary Investigator and all key personnel, including Faculty Advisors, must complete the CITI Training module as a condition of IRB Approval or Exemption. Please submit a copy of your CITI completion certificate or report (<http://www.citiprogram.org/>) and those of key personnel, with your application (please see the section captioned “Additional Documentation” below).

---

<sup>1</sup> **“Sensitive information” includes:**

1. Genetic information or
2. Information that relates to
  - a. sexual attitudes, preferences or practices; or
  - b. the use of alcohol, drugs or other addictive products or
  - c. illegal conduct; or
3. Information that if released, could reasonably damage an individual’s financial standing, employability, or reputation within the community; or
4. Information that would normally be recorded in a patient’s medical record and the disclosure of which could reasonably lead to social stigmatization or discrimination or
5. Information that pertains to an individual’s psychological well-being or mental health.

<sup>2</sup> **“Special subject population” includes:**

1. Minors (under eighteen years of age).
2. Fetuses or products of labor and delivery;
3. Pregnant women (in studies that may influence maternal health);
4. Prisoners;
5. Individuals with a diminished capacity to give informed consent.

| Principal Investigator  |                                  |  |                                      |
|---|----------------------------------|--|--------------------------------------|
| Principal Investigator:<br>Claudia Grooms   | Email:<br>claudiajgrooms@une.edu | Are you:<br><input type="checkbox"/> Faculty<br><input type="checkbox"/> Staff<br><input checked="" type="checkbox"/> Graduate Student<br><input type="checkbox"/> Undergraduate Student<br><input type="checkbox"/> Other | Estimated Project Duration: 6 months |
|   |                                  |  | Start Date: June 1, 2019             |
|   |                                  |  | End Date: December 1, 2019           |
| Address: 131 Tall Pines Drive, Thomasville, Ga. 31792   |                                  | Department: Education  | Phone Number: 229-221-3120           |
| Study Title: Community College Presidents' Leadership Styles and Perceived Impact of Personal Leadership Style on Faculty Relations |                                  |  |                                      |
| Faculty Mentor: Dr. William Boozang   |                                  | E-mail: wboozang@une.edu   | Phone Number: (508) 446-7687         |

| Research INFORMATION   |  |  |   |   |  |
|--|--|--|---|---|--|
| <b>1. Type of Funding:</b><br><input type="checkbox"/> Federal Health and Human Services (ACF, AoA, AHRQ, CMS, FDA, HRSA, HIS, NIH, PSC, SAMHSA)<br><input type="checkbox"/> Federal, Other (DoD, DoE, ED, EPA, DoJ)<br><input type="checkbox"/> State of Maine (all agencies)<br><input type="checkbox"/> University of New England<br><input type="checkbox"/> Other/Private<br><input checked="" type="checkbox"/> Not Funded |  | <b>2. Will <u>existing</u> or archived data, documents, records, or biological specimens be used? (Please Check)</b><br><input type="checkbox"/> Yes (Please answer 2a-d)<br><input checked="" type="checkbox"/> No (Please go to 3) |   | <b>2a. When were the existing data or specimen collected?</b>   |  |
| <b>2b. Are the data or specimens source publicly available?</b><br><input type="checkbox"/> Yes<br><input type="checkbox"/> No   | <b>2c. Is the information recorded in such a manner that subjects can be identified, directly or through identifying links (eg. name, medical record, addresses, telephone number):</b><br><input type="checkbox"/> Yes<br><input type="checkbox"/> No |  | <b>2d. Will any additional data or biological specimens be collected from subjects after the study begins?</b><br><input type="checkbox"/> Yes<br><input type="checkbox"/> No   |   |  |
| <b>3. Does the study use surveys/interviews/tests to collect data during the study? (Please check)</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   | <b>3a. Is the information sensitive <u>and</u> recorded such that human subjects can be identified directly or indirectly?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No   |  | <b>4. Does the study include a special subject population?</b><br><input type="checkbox"/> Yes<br><input checked="" type="checkbox"/> No  | <b>5. Please describe how the data will be used:</b> Data will be used in aggregate form to present findings related a group of community college presidents. No individual data will be presented. Data will be used for this specific dissertation. |  |
| <b>6. Will this study use online survey methodology?</b><br><input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No (Please go to 7)  |  |  | <b>6a. If yes, please describe what survey software you will use:</b> The Multifactor Leadership Questionnaire Transform Survey Hosting by Mind Garden, Inc. Bass and Avolio. Privacy Policy Attached. The MLQ will be customized to include the Consent to Participate and Demographic/Perceptual Questionnaire and hosted online by Mind Garden, Inc. |   |  |



|   |  |   |
|---|--|---|
| <b>7. Will this study offer compensation for participation?</b><br><input type="checkbox"/> Yes If Yes, how much?<br><input checked="" type="checkbox"/> No   | <b>8. Will this study involve the transfer of protected health information (PHI) from a covered entity, as defined under HIPAA, to you?</b><br><input type="checkbox"/> Yes (If yes, continue to number 8a)<br><input checked="" type="checkbox"/> No (If no, continue to number 10) | <b>8a. Will the covered entity remove <u>all</u> 18 identifiers prior to transferring this information to you?</b><br><input type="checkbox"/> Yes (If yes, continue to number 10)<br><input type="checkbox"/> No (If no, continue to number 9) |
| <b>9. Will you be submitting a Data Use Agreement or Business Associates Agreement?</b><br><input type="checkbox"/> Yes (If yes, continue to number 9a)<br><input type="checkbox"/> No (If no, continue to number 10) | <b>9a. Has the Data Use Agreement or Business Associates Agreement been reviewed by the HIPAA Office?</b><br><input type="checkbox"/> Yes<br><input type="checkbox"/> No   | <b>10. Please list all key personnel<sup>3</sup>:</b><br>Claudia Grooms<br><br><br><br>   |

If you answered YES to questions 2c, 2d, 3a, or 4, **your research protocol is generally not eligible for an exemption** and will require IRB review. Please complete the **Request for IRB Review form**.

### Additional Documentation

**11. Please attach a brief summary (2-3 pages maximum) of your research proposal. Be sure to include copies of the instruments used for data collection such as questionnaires and consent forms. Use the headings listed below and provide and separate document, labeled as Research Proposal Summary.**

- A. Introduction
- B. Specific Aims
- C. Methods of Data Collection and Analysis (Qualitative and Quantitative)
- D. Description of the subject population, research setting, subject recruitment procedures
- E. Informed Consent
- F. Provisions for subject and data confidentiality
- G. Statement of potential research risks to subjects (e.g. breach of confidentiality, treatment complications)
- H. Statement of potential research benefits to subjects (Monetary compensation is not a benefit of participation)
- I. Investigator experience – attach a current copy of your C.V. or resume. We do not keep copies on file

### Signatures

**The application will not be processed until all signatures are obtained.**

#### Signature of Principal Investigator

The undersigned accept(s) responsibility for the study, including adherence to DHHS, FDA, and UNE policies regarding protections of the rights and welfare of human subjects participating in this study. In the case of student protocols, the faculty supervisor and the student share responsibility for adherence to policies.

**Print Name of Principal Investigator:**  
**Claudia Grooms**

**Signature of Principal Investigator:** *Claudia Grooms*




**Date:** May 27, 2019

#### Signature of Faculty Research Supervisor – Required for Student Research

<sup>3</sup> "Key Personnel" include, but are not limited to, persons who actively enroll participants into the study, obtain the informed consent of participants, intervene or interact with participants once enrolled in a study (e.g. administer surveys, conduct interviews, take minor physiologic measurements such as blood pressure, or manipulate the environment for research purposes) or who have access to or analyze data for research purposes.

By signing this form, the faculty research supervisor attests that (s)he has read the attached protocol submitted for IRB review, and agrees to provide appropriate education and supervision of the student investigator, above.

|   |   |                      |
|---|---|----------------------|
| <b>Print Name of Faculty Supervisor:</b><br>Dr. William Boozang | <b>Signature of Faculty Supervisor:</b><br> | <b>Date:</b> 5-28-19 |
|---|---|----------------------|

### **UNE IRB Submission Requirements**

**Only complete submissions to the IRB will be reviewed. Please ensure that each submission includes all attachments requested in the form. Each submission may be submitted in one of two formats, as follows:**

- 1. Electronically** to [irb@une.edu](mailto:irb@une.edu). Word .doc or .pdf format is required, including scanned signatures.
- 2. Optional Supplement:** a **hard copy**, with required signatures, to the UNE IRB, c/o Director of Research Integrity, Pickus Room 108, 11 Hills Beach Road, Biddeford ME 04005 (hard copy submissions can be dropped off in person or sent via intercampus or regular mail).

**UNE IRB**  
[IRB@UNE.EDU](mailto:IRB@UNE.EDU)

**Campus Mail:**  
108 Pickus  
Biddeford Campus

**U.S. Mail**  
**UNE IRB**  
University of New England  
11 Hills Beach Road  
Biddeford, ME 04005-9599

**Questions? Please call: (207) 602-2244**  
**E-mail: [IRB@UNE.EDU](mailto:IRB@UNE.EDU)**

#### Summary of Research Proposal

##### A. Introduction

The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. College presidents employed by a community college system in the southern United States will be asked to complete a Leadership Style Measurement instrument and a Demographic/ Perceptual Questionnaire. Research Questions: 1. What are the various leadership styles of community college presidents within a community college system as measured by the Multifactor Leadership Questionnaire (MLQ)? 2. What are the community college presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations?

##### B. Specific Aims

Exploration of the various leadership styles and the presidents' perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations can provide a baseline of collective data to address the gap of minimal research of perceived relationships between community college presidents' leadership styles and perception of and interactions with faculty. Findings from this research could lead to a general understanding of how college presidents perceive faculty. This general understanding could assist in establishing a basis of how leadership style may influence aspects of the faculty experience in the areas of faculty satisfaction and retention. Findings could provide a significant contribution to leadership development by identifying and contributing to a gap in existing literature about how college leaders perceive faculty. These findings could lead to further research to identify how college leaders' leadership style and behaviors (as developed from leadership behaviors and values) and view of faculty (faculty descriptions/faculty levels and behaviors) may influence and predict perceptions of faculty. Findings could also provide data that contributes to understanding the elements that may affect vacancies in both leadership and faculty and that could potentially inform leadership training. A collection of aggregated college presidents'

demographic data as well as common themes from coded open-ended questions that explore conclusions that the presidents may draw about the relationship of their leadership style, their perceptions of and interactions with faculty and faculty retention will help to describe a social phenomenon that has not been explored.

#### C. Methods of Data Collection and Analysis (Qualitative and Quantitative)

An exploratory multiple case study will be used. This qualitative approach will utilize the Multi-Factor Questionnaire (MLQ-Short Form) Self Form to obtain aggregated data of the leadership styles of the participating Community college presidents with the state system. The MLQ uses a Full Range Leadership® Model Transformational Leadership approach which provides 45-behavior based questions that the participant responds to. Questions contain labels that reflects leadership behaviors which have been validated to align to specific leadership styles of transformational, transactional and passive/avoidant behavior. The MLQ Leadership Style Survey will be customized to include the consent form and a Demographic/Perceptual Questionnaire. The Demographic/Perceptual Questionnaire contains closed and open-ended responses to collect demographic statistics. Closed-ended question responses will summarize overall trends or tendencies for each question. The open-ended questions require a free response. Free responses will be coded to identify any themes that might be identified. The participant will be asked to complete one electronic survey that contains this Consent to Participate, a 45-item Multifactor Leadership Questionnaire (MLQ Form5x-Short), and an 11-item demographic questionnaire. Questionnaires are embedded at the end of this document.

#### D. Description of the subject population, research setting, subject recruitment procedures

The subject population includes community college presidents employed within one system located in the southern United States. These presidents will be invited to voluntarily participate. Participants are employed at colleges located in both rural and urban settings within one system located in the southern United States. All 22 presidents will be invited to participate in both an online survey which included an embedded consent form, the MLQ leadership style survey and a Demographic/Perceptual Questionnaire. The research setting is a community college system, located in the southern United States, and serves as a vocational/technical and community college system for the state. Subject recruitment procedures include: 1) publicly available email addresses for each college president, 2) an initial introductory email will be sent to each college president at the time of the survey execution. Once the survey is executed, the researcher will send a second request for participation to those college presidents that have not submitted a response. If no response has been received seven days after the second request, the researcher will follow-up a personal phone call to the prospective participant requesting participation and will deploy a third email with link to the survey. Seven days after the third request has been emailed, accessibility to the survey will be closed.

#### E. Informed Consent

Participation in the study is voluntary and confidential. Required consent to participate will be obtained from all participants. Participants will be asked to complete one electronic survey that contains the online hosting vendor's (Mind Garden, Inc.) Privacy Policy & Terms of Service, the researcher's Consent to Participate, a 45-item Multifactor Leadership Questionnaire (MLQ Form5x-Short), and an 11-item demographic questionnaire. The MLQ Leadership Assessment is licensed with and provided by Mind Garden, Inc. The MLQ is hosted online with Mind Garden, Inc. The participant will be asked to enter the username and password that is provided by Mind Garden, Inc. and to then review and accept the Mind Garden, Inc. Privacy Policy and Terms of Service prior to being given access to the Consent to Participate by the researcher. Once the participant has reviewed and accepted the Mind Garden, Inc. Privacy Policy and Terms of Service, participant will be asked to review the embedded online Consent to Participate form. The participant must accept and acknowledge the online Consent to Participate prior to being given access to the MLQ and Demographic/Perceptual questionnaires to complete. The Mind Garden, Inc. Privacy Policy and Terms of Service, and the Consent to Participate is embedded in this document.

#### F. Provisions for subject and data confidentiality

The researcher will protect your identity throughout the study and thereafter as the following describes. The participant will be provided a link to the survey. When the participant arrives at the host site for the survey, the participant will be asked to review and accept the Mind Garden, Inc. Privacy Policy and Terms of Service in order to gain access to the Consent to Participate. Once the participant has accepted the Consent to Participate, the participant will be allowed access to the MLQ and Demographic/Perceptual Questionnaire.

The Mind Garden, Inc. Privacy Policy and the Terms of Service documents describe how privacy, user account/password security, browser information, use of information as well as how the privacy and confidentiality

of participant information is protected by Mind Garden, Inc. Mind Garden, Inc. does collect information regarding the user's browser when logging in to Mind Garden, Inc. The user's username/password is provided by email in order to access the survey. The hosting platform is encrypted, and secure servers use industry-standard SSL(Secure Sockets Layer) encryption to ensure privacy and confidentiality of information of any user (researcher or participant). To maintain privacy and confidentiality, your username and email address will be kept in association with your survey responses for up to one year by Mind Garden, Inc. for the purpose of providing the researcher and participants with reports, coring and evaluation related to the survey. Mind Garden, Inc. does not share any identifiable personal information (such as name, email) or assessment results directly with anyone other than yourself and the researcher. Mind Garden, Inc. may disclose or use aggregated, non-person specific data for research. Mind Garden, Inc. does not sell, trade, rent or otherwise provide any entity (other than the researcher and participant) with any individually identifiable information provided by the participant. As an additional confidentiality protection, data provided to the researcher at the close of the survey will not contain identifying information of the participant. Participant name and email will be redacted from the data provided to the researcher so that no association can be made between the data and a specific participant and the participants organization by the researcher or those reviewing the data. In addition, all data will be analyzed and reported as a group aggregate (not individual) format comprised of all participants. Individual participant information and responses will not be connected to an individual and/or organization.

The researcher will ensure that the identity of the participant is further protected in the open-ended response questions by redacting any identifying participant or organizational information. The researcher, dissertation committee members, and the UNE Institutional Review Board (IRB) have a right to review the data as needed. This data, as stated above, will have the participant identifying information (name and email) redacted from the raw data. Any needed follow-up verbal or written reports or any discussions will identify you only with a pseudonym.

Data and files maintained by the researcher will be protected in the following ways: 1)all digital files will be kept on a local computer (with cloud-based back-up that is SSL compliant and requires a username/password to access) that has username/password protection (of the researcher) to access the computer as well as the specific digital files will require an additional password 2) paper documents will be kept in a locked file cabinet to which only the researcher has a key.

#### G. Statement of potential research risks to subjects (e.g. breach of confidentiality, treatment complications)

There are no known risks associated with this study. The researcher will maintain confidentiality and privacy for participants.

#### H. Statement of potential research benefits to subjects (Monetary compensation is not a benefit of participation)

An expected direct benefit of this study is that the participant may obtain greater insight into his/her personal leadership style, relationship with faculty and the manner in which personal leadership style impacts faculty relations.

I. Investigator experience – attach a current copy of your C.V. or resume. We do not keep copies on file Current resume is embedded at the end of this document.

#### DOCUMENT PORTFOLIO

1. Survey Instruments: MLQ and Demographic/Perceptual Questionnaire
2. Mind Garden Inc. Privacy Policy (Online Hosting software for online questionnaires per #1)
3. Mind Garden Inc. Terms of Service
4. Recruitment Emails: Initial Invitation to Participate email and Follow-Up Email
5. Consent to Participate
6. Site Permission

Emails of college system presidents are publicly available on the internet. The system representative states that as the college presidents' emails are publicly available, the system does not need to provide permission to contact the presidents.

7. CITI Completion Certificate
8. Researcher Resume





For use by Claudia Grooms only. Received from Mind Garden, Inc. on February 22, 2019

| Not at all   | Once in a while | Sometimes | Fairly often | Frequently,<br>if not always |   |
|--|-----------------|-----------|--------------|------------------------------|---|
| 0  | 1               | 2         | 3            | 4                            |   |
| 16. I make clear what one can expect to receive when performance goals are achieved .....            | 0               | 1         | 2            | 3                            | 4 |
| 17. I show that I am a firm believer in "If it ain't broke, don't fix it." .....                     | 0               | 1         | 2            | 3                            | 4 |
| 18. I go beyond self-interest for the good of the group .....  | 0               | 1         | 2            | 3                            | 4 |
| 19. I treat others as individuals rather than just as a member of a group .....                      | 0               | 1         | 2            | 3                            | 4 |
| 20. I demonstrate that problems must become chronic before I take action .....                       | 0               | 1         | 2            | 3                            | 4 |
| 21. I act in ways that build others' respect for me .....  | 0               | 1         | 2            | 3                            | 4 |
| 22. I concentrate my full attention on dealing with mistakes, complaints, and failures .....         | 0               | 1         | 2            | 3                            | 4 |
| 23. I consider the moral and ethical consequences of decisions .....                                 | 0               | 1         | 2            | 3                            | 4 |
| 24. I keep track of all mistakes .....   | 0               | 1         | 2            | 3                            | 4 |
| 25. I display a sense of power and confidence .....  | 0               | 1         | 2            | 3                            | 4 |
| 26. I articulate a compelling vision of the future .....   | 0               | 1         | 2            | 3                            | 4 |
| 27. I direct my attention toward failures to meet standards .....                                    | 0               | 1         | 2            | 3                            | 4 |
| 28. I avoid making decisions .....   | 0               | 1         | 2            | 3                            | 4 |
| 29. I consider an individual as having different needs, abilities, and aspirations than others ..... | 0               | 1         | 2            | 3                            | 4 |
| 30. I get others to look at problems from many different angles .....                                | 0               | 1         | 2            | 3                            | 4 |
| 31. I help others to develop their strengths .....   | 0               | 1         | 2            | 3                            | 4 |
| 32. I suggest new ways of looking at how to complete assignments .....                               | 0               | 1         | 2            | 3                            | 4 |
| 33. I delay responding to urgent questions .....   | 0               | 1         | 2            | 3                            | 4 |
| 34. I emphasize the importance of having a collective sense of mission .....                         | 0               | 1         | 2            | 3                            | 4 |
| 35. I express satisfaction when others meet expectations .....                                       | 0               | 1         | 2            | 3                            | 4 |
| 36. I express confidence that goals will be achieved .....   | 0               | 1         | 2            | 3                            | 4 |
| 37. I am effective in meeting others' job-related needs .....  | 0               | 1         | 2            | 3                            | 4 |
| 38. I use methods of leadership that are satisfying .....  | 0               | 1         | 2            | 3                            | 4 |
| 39. I get others to do more than they expected to do .....   | 0               | 1         | 2            | 3                            | 4 |
| 40. I am effective in representing others to higher authority .....                                  | 0               | 1         | 2            | 3                            | 4 |
| 41. I work with others in a satisfactory way .....   | 0               | 1         | 2            | 3                            | 4 |
| 42. I heighten others' desire to succeed .....   | 0               | 1         | 2            | 3                            | 4 |
| 43. I am effective in meeting organizational requirements .....                                      | 0               | 1         | 2            | 3                            | 4 |
| 44. I increase others' willingness to try harder .....   | 0               | 1         | 2            | 3                            | 4 |
| 45. I lead a group that is effective .....   | 0               | 1         | 2            | 3                            | 4 |

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### Demographic and Perceptual Questionnaire

13. Gender: ☐ Male ☐ Female ☐ Prefer to not disclose

14. Please select your current age range:

☐20-29 ☐ 30-39 ☐40-49 ☐50-59 ☐60-69 ☐70>

15. How many years have you served as a President in this System ?

☐1-4 ☐5-9 ☐10-14 ☐15-19 ☐20-24 ☐25-29 ☐30-34 ☐35>

16. Do you plan to retire within which of the below years: Please select range:

☐1-4 ☐5-9 ☐10-14 ☐15-19 ☐20-24 ☐25-29 ☐30-34 ☐ >30

17. Approximate number of full-time faculty employed at your college: \_\_\_\_\_

18. Approximate Number of Open Full-time Faculty Positions: \_\_\_\_\_

19. How would you describe the relationship between you, as college president, and your faculty?

20. How do you think your leadership style influences how you think about faculty?

21. How do you think your leadership style influences your interactions with faculty?

22. How do you think your leadership style influences college faculty retention rate?

23. Do you think your leadership style effects your overall perceptions of and subsequent interactions with faculty and faculty vacancy rate?

Is there anything you would like to add?

Thank you for your time.

Contact Information Claudia Grooms, [claudiajgrooms@gmail.com](mailto:claudiajgrooms@gmail.com), 229-221-3120

Mind Garden, Inc. Privacy Policy  
[www.mindgarden.com](http://www.mindgarden.com)

**March 2019 Version**

(a) Browser Information and Cookies. Collection of Information regarding your browser: The Mind Garden web

site may log information about your browser, such as the user agent string, (which includes information like your browser type and version and your operating system type) and when you visit the site. This information is used to help to administer the website. Mind Garden also uses cookies for session identification purposes (i.e., so we know when the same person comes back to the site again).

(b) DNT. The Mind Garden website does not place cookies (or any other technology) that tracks your web browsing across sites nor do we allow third parties to do so. Your DNT setting does not affect this.

(c) Mind Garden's Use of Your Information. If you purchase a product or service from Mind Garden, you input certain personally identifiable information on the order form. You must provide contact information (such as name, email, and shipping address) and financial information (such as credit card number and expiration date). This information is used for billing purposes and to fill your orders. Mind Garden verifies customer-provided credit card information with a third party prior to order processing. We store your contact information so that we can use it to contact you should problems arise or for customer service support of mindgarden.com. Mind Garden may also use your address and the like for Mind Garden to follow up with you on your purchases and areas of potential interest. Mind Garden may also store and use the data it receives to provide and improve its products over time.

(d) Service Providers. In order to provide users with the best possible online experience, Mind Garden works with service providers. Payment processors allow users to pay electronically. These processors (such as Intuit Merchant Services and PrestaShop) collect certain information from users and you should consult their privacy policies to determine their practices. Various technology infrastructure companies also help Mind Garden serve its users online (such as internet service providers/bandwidth providers) and have access to various data and its transmission.

In order to understand our users' needs better, Mind Garden uses third party analytics providers (such as Google Analytics). In the course of performing work for Mind Garden, our software and database developers also may come into contact with user data. Please know that while we listed some of our service providers here, these may change and while we will do our best to update changes here, it may take us a while. The providers listed serve as examples only.

(e) When Disclosure May Be Necessary. Mind Garden may disclose your information if required to do so by law or in the good faith belief that such disclosure is reasonably necessary to: (i) comply with legal process; (ii) enforce the Terms of Service; (iii) respond to claims that any content related to or posted by you violates the rights of third-parties; or (iv) protect the rights, property, or personal safety of Mind Garden, its users and the public; (v) comply with certain federal, state, local or other government regulations that require that we disclose such information. In such cases, we will use reasonable efforts to disclose only the information required under applicable law.

(f) Specific Information Not Shared. Mind Garden receives the name and email addresses of its Customers and, often, Participants of Customer Created Inventories for the purpose of being able to provide Customers and their Participants with reports, scoring and evaluations related to those Inventories as well as other services and products. Mind Garden does not share this information with anyone other than the Customer and the Participant and its service providers.

(g) Other Disclosures. In certain circumstances, such as to support research, product development, and to support authors, Mind Garden may share data with identifiers such as name and email address removed.

(h) Security.

(i) Encryption. When a user accesses the assessment platform (the current platform is called Transform), pays for a Mind Garden product or service, or places an order online, the user's personal information (name,

address, etc.) and credit card information are processed and encrypted by offsite, secure servers using industry-standard SSL encryption. SSL is short for Secure Sockets Layer, a protocol developed by Netscape for transmitting private documents via the Internet.

(ii) Other Security Practices. We undertake a range of security practices including measures to secure web access to data, limit data base access to essential staff members, and undertake efforts to address security vulnerabilities for various tools and databases. We also have policies in place to prohibit employees from viewing personal information without business justification. However, by providing an online service, there are risks. The technical processing and operation of the Site, including your content, may involve (1) transmissions over various networks; and (2) changes to conform and adapt to technical requirements of connection networks or devices. No method of transmission over the Internet, or method of electronic storage, is 100% secure. Therefore, while we strive to use commercially acceptable measures to protect your personal information, including physical access controls, passwords, access logs, and similar measures, we cannot guarantee its absolute security.

(iii) Security Questions. If you have any questions about security on the Mind Garden web site, you can contact Mind Garden at: <https://www.mindgarden.com/contact-us> or via email to: [info@mindgarden.com](mailto:info@mindgarden.com)

(i) Non-Use of Information. Mind Garden does not sell, trade, rent or otherwise barter to any other entity or organization the individual customer information our customers submit when placing an order except as specifically stated otherwise in this privacy policy.

Mind Garden does not sell, trade, rent or otherwise give to any entity or organization other than the Customer or our service providers any individually identifiable information given by a Participant in response to an Inventory. In other words, if a Participant gives responses to an Inventory, then the Customer who provided that Inventory to the Participant may receive from Mind Garden information that is individually identifiable so that the Customer may properly collect research data, counsel or advise the Participant as appropriate based on the scoring or evaluation of the Inventory.

(j) Passwords. The Mind Garden login method is such that Mind Garden has no access to your password because it is encrypted. You are able to change your password at any time with the profile feature in Transform. If you do not remember your password you must use the "I forgot my password" feature on the login page, which will send a new password only to your email previously provided to Mind Garden.

## Other Disclosures

Mind Garden may be required to disclose information to the government or others. This may happen if we receive a valid search warrant, subpoena, court order, or other legal mandate.

In certain other limited situations, Mind Garden may disclose your Data such as when needed to protect the rights, privacy, safety, or property of Mind Garden or its users and to enforce our terms of service.

## Data Integrity

If required by law, you may request access, correction, or deletion of your personal data. Such a request will be considered only if you provide sufficient information to identify data related to you.

Any such requests or other questions or concerns regarding this Policy and Mind Garden's data protection practices should be addressed to: <https://www.mindgarden.com/contact-us> and emails may be sent to: [info@mindgarden.com](mailto:info@mindgarden.com)

## Updates

Mind Garden may change the Privacy Policy from time to time. Any and all changes will be reflected on this page. You should periodically check this page for any changes to the current policy.

## Transfer of Data to the U.S.

Mind Garden is a global organization and operates in different countries. Privacy laws and common practices vary from country to country. By using Mind Garden services, you consent to the transfer of the information collected to Mind Garden or its third-party service providers in the United States and other places where our distributed, third party network exists (which is in several countries around the world).

## Data Retention

Mind Garden retains information for the amount of time the information is needed to fulfill the purposes described in this Policy unless a longer retention period is required by law or regulations. For assessments, data is typically retained for at least one year.

## Terms of Service for the Mind Garden Website and Services (the “Agreement”)

Effective Date: February 21, 2014

Welcome to [www.mindgarden.com](http://www.mindgarden.com) and all related subdomains and other electronic platforms hosted by Mind Garden (this “Site”). This Site is owned and operated by Mind Garden Inc., a California corporation (“Mind Garden”). Mind Garden is a registered trademark of Mind Garden, Inc.

These Terms of Service govern your access to the Site. By visiting and using the Site, you agree to be bound by these Terms. Those that use the Services, or visit our Site or are subjects of any of the Pre- Written Inventories or other Services are referred to as End Users.

These Terms of Service also govern your purchase and use of our services, products, and Inventories (collectively referred to as the “Services”) as well as your access to the Site. By signing up for the Services, you agree to be bound by these Terms. Those that purchase the Services are deemed Customers. For purposes of clarification, those that purchase the Services for their own personal use are both Customers and End Users.

You refers to End Users, Customers, and any other individuals or entities that access or use the Site or the Services, all of whom are bound by the terms of this Agreement by their use or access.

If you have any questions about the Agreement, you may contact Mind Garden at:

<http://www.mindgarden.com/forms/contactform.php>

***Ineligible Persons.** You may not use the Services and may not accept the Agreement if (a) you are not at least 13 years of age and of legal age or capacity to form a binding contract with Mind Garden, or (b) you are a person barred from receiving the Services under the laws of the United States or other countries including the country in which you are resident or from which you use the Services. Our Services are not directed to persons under 13. If you become aware that your child has provided us with personal information without your consent, please contact us. We do not knowingly collect personal information from children under 13. If we become aware that a child under 13 has provided us with personal information, we take steps to remove such information and terminate the child's account.*

## 1) User Account, Password, and Security

When you are using a Mind Garden Service that requires a login, you are responsible for maintaining the confidentiality of the password and account that you receive from Mind Garden, and you are fully responsible for all activities that occur under your password or account. You hereby agree to (a) immediately notify Mind Garden of any unauthorized use of your password or account or any other breach of security, and (b) ensure that you exit from your account at the end of each session. You are solely liable for any loss or damage arising from your failure to comply with this Section 1.

## 2) Prohibited Conduct

In connection with any use of the Sites or Services you represent and warrant that you shall:

- a) not violate any laws;
- b) not upload, download, post, email, reproduce, distribute or otherwise transmit any materials including but not limited to text, data, photos, graphics, etc. ("**Content**") that are unlawful, harmful, threatening, abusive, vulgar, harassing, defamatory, obscene, pornographic, indecent, inflammatory, libelous, tortuous, hateful, or racially, ethnically or otherwise objectionable, or invasive of another's (including without limitation Mind Garden's) rights, including but not limited to rights of celebrity, privacy, and intellectual property.
- c) not impersonate any person or entity or falsely state or otherwise misrepresent your affiliation with a person or entity;
- d) not upload, download, post, email, reproduce, distribute or transmit any Content that infringes any patent, trademark, trade secret, copyright, or other intellectual or proprietary right or moral right. By uploading or downloading any Content, you represent and warrant to Mind Garden that you have the lawful right to upload, download, email, post, reproduce, distribute, and transmit that Content;

e) not upload, download, post, email, reproduce, distribute or transmit any: (i) Content that would constitute or encourage a criminal offense, violate the rights of any person, or that would otherwise create liability or violate any applicable local, state, national, or international law, (ii) unsolicited or unauthorized advertising, promotional materials, junk mail, spam, chain letters, or any other form of solicitation; (iii) software viruses or any other computer code, files, or programs designed to interrupt, destroy, or limit the functionality of any computer software or hardware or telecommunications equipment; (iv) false or misleading information;

f) not disrupt or interfere with the security of, attempt to access non-public areas of, or otherwise abuse the Site, or any services, system resources, accounts, servers, or networks connected to or accessible through the Site or affiliated or linked websites;

g) not disrupt or interfere with any other user's use of the Site or affiliated or linked websites;

h) disclose or share any of the materials or Services except to permitted End Users as explicitly provided in this Agreement.

### 3) Pre-Written Inventories

Under the licenses granted to Mind Garden by the materials' licensors, Mind Garden is licensed to supply reproductions of the Pre-Written Inventories to Mind Garden Customers for the Customers to administer in connection with the Customer's own internal business, research, and personal operations.

In connection with Pre-Written Inventories, you represent and warrant that:

(a) Compliance With Instructions & Law. You will only use and report the Pre-Written Inventories and Pre-Written Inventories results in conformance with the Pre-Written Inventories' instructions and rules and only in conformance with applicable law, including but not limited to conformance with all laws relating to privacy, confidentiality, personnel selection, and disabilities;

(b) No Further Distribution. You will not act as a distributor or reseller, i.e., you will not sell Pre-Written Inventories to others who re-use or re-sell, the Pre-Written Inventories without Mind Garden's written approval. You will not, therefore, sell Pre-Written Inventories to others who in turn use Pre-Written Inventories with their own client or who sell Pre-Written Inventories to their own customers or clients.

(c) No Sharing or App Development. Except upon Mind Garden's advance written consent, you may not make a Pre-Written Inventory available to anyone as a written document or a software program. For example, a you may not create a program or an "app" that when run on a computer, iPad or other device would allow persons to act as subjects in completing a Pre-Written Inventory.

### 4. Select Remedies

(a) Right To Halt Wrongful Use. Mind Garden shall be entitled (but not obligated) to halt any use of any Pre-Written Inventory in breach of any of the provisions of this Agreement or in violation of any applicable laws or regulation.

(b) Right To Halt Wrongful Emails. In the event that the Customer enters email addresses on the Site for the purposes of generating emails to the Customer's subjects, participants, or to any other persons, Mind Garden may (but is not required to) elect not to send any such emails which it believes may violate SPAM laws or other applicable laws, rules, or regulations.

(c) Payment Of Copyright Holder's License Fees. If you have purchased a license to reproduce or administer a fixed number of copies of an existing Mind Garden Pre-Written Inventory, manual, or workbook, it is your legal responsibility to compensate the copyright holder of this work -- via payment to Mind Garden for reproduction or administration of that Pre-Written Inventory, manual or workbook in any medium, including but not limited to furnishing or administering the same electronically, on a computer network or over the Internet.

The terms "reproduce" and "administer" include all forms of physical or electronic administration or reproductions including on a physical medium such as paper, on a computer, via a CD-loaded onto a computer, through an application or "App" on any electronic device, any online survey, any handheld survey devices, or any other means or method of reproduction or administration. If you plan to use a website other than Mind Garden to administer the Inventory, you must get written permission from Mind Garden according to the instructions here: <http://www.mindgarden.com/how.htm#instrumentweb>

(d) Tracking Number Of Copies. If you are a Customer, you must track the number of reproductions or administrations of the inventories and you will be responsible for compensating Mind Garden for any reproductions or administrations in excess of the number purchased or for any reproductions or administrations after the end of the one-year license period. For purposes of clarification, you may not email a .pdf of any materials such as an inventory to its subjects. This is a violation of this Agreement as it creates an unrestricted distribution and does not allow for tracking of copies.

(e) Non-Person-Specific Data.

(1) Defined. Non-Person-Specific Data is information furnished by a Subject but which information does not contain any information that can be used to specifically identify the Subject. For example, Non-Person-Specific data would **not** contain the Subject's (i) name; (ii) mailing address; (iii) any identification number (e.g. passport, driver's license, social security, etc.); (iv) employer's name; (v) any family members' names; (vi) other data that could under normal circumstances link the non-person-specific data to any identifiable person.

(2) Right To Use Non-Person-Specific Data. Mind Garden will have the right, but not the obligation, to store, aggregate, use, and publish Non-Person-Specific data from Pre-Written Inventories without identifying the Customer. Mind Garden will not use the name, address, contact information, social security number, exact date of birth, or other individual identifying characteristics for any of Pre-Written Inventory subjects but, Mind Garden may, for example, use Non-Person-Specific data to report that males in the age range of 25 to 34 with a college education scored thus and so on a certain Pre-Written Inventory.

You hereby grant Mind Garden a non-exclusive, irrevocable, perpetual, transferable, and sublicenseable license to Non-Person-Specific data from Pre-Written Inventories as follows:

(A) Aggregation of Non-Person-Specific Data. Mind Garden may aggregate and use, without compensation to Customers, End Users, or other subjects, Non-Person-Specific data furnished

in connection with Pre-Written Inventories or obtained from the forms, scoring, or other processing of any products or materials published by Mind Garden or otherwise sold by or licensed by Mind Garden, and Mind Garden may utilize those data for research, product development, statistical purposes, or for any other purposes whatsoever.

(B) Disclosure of Non-Person-Specific Data. Mind Garden may disclose Non-Person-Specific data to third parties, with or without compensation to Mind Garden as Mind Garden sees fit from time to time.

(f) Data Retention Limitation. Mind Garden is not obligated to keep data or honor unused or unrequested assessments beyond a period of **one year** from the creation of the data or assessment unless the customer contacts Mind Garden via email prior to the end of that year with a request to retain it longer. Mind Garden may choose to grant or reject the request in its sole discretion.

## 5) Representations and Warranties of Customer.

Customer represents and warrants that a) it will not, under this Agreement, collect or transmit any personal health information as defined by HIPPA or other applicable laws; b) it will follow best practices in securing all data related to this Agreement; c) it will get proper consents and provide proper notices to all End Users or other subjects as required by applicable law or as necessary under industry best practices;

d) it will ensure that all End Users or other subjects review and agree to the terms of this Agreement particularly if they access the Services in a manner other than the Site; e) it will ensure that the administration and use of all Services comply with all applicable laws; and f) it will ensure that no End Users are under 13 years of age.

## 6) Copyright Violations

If you are a copyright holder and believe that your copyrighted content has been copied in a way that constitutes copyright infringement, please promptly notify Mind Garden's Copyright agent, and provide the following information:

- i) an electronic or physical signature of the person authorized to act on behalf of the owner of the copyright interest;
- ii) a description of the copyrighted work claimed to have been infringed;
- iii) a description of where the claimed infringing Content is located on our Site and details about any claimed infringing use of your copyrighted materials;
- iv) your address, telephone number, and email address;
- v) a statement by you that you have a good faith belief that the disputed use is not authorized by the copyright owner, its agent, or the law;
- vi) a statement by you, made under penalty of perjury, that the above information in your Notice is accurate and that you are authorized to act on behalf of the owner of the copyright interest involved.

For purposes of this Copyright Violations section, "you" refers to any individual or entity.

Mind Garden's Copyright Agent can be reached at:  
Mind Garden, Inc.

707 Menlo Avenue



Suite 120

Menlo Park, CA 94025

More information about Mind Garden's copyright policies in general is at:

<http://mindgarden.com/copyright.htm>

## 7) Indemnity

You agree to defend, indemnify, and hold Mind Garden and Mind Garden's officers, directors, employees, and agents harmless from all judgments, awards, losses, liabilities, costs and expenses, including but not limited to reasonable attorney's fees, expert witness fees, and costs of litigation arising out of or based on

(a) your use of the Site, Services, or Pre-Written Inventories or any combination of the foregoing, (b) your violation of this Agreement; (c) your violation of any rights of a third person (including without limitation privacy or non-discrimination rights) or any applicable law, rule, or regulation; (d) your administration, scoring, evaluation, release, or distribution of any Pre-Written Inventories, Custom Created Inventories, Mind Garden created reports, Custom Created Reports, scorings, or evaluations. If you are a Customer, you also agree to defend, indemnify, and hold Mind Garden and Mind Garden's officers, directors, employees, and agents harmless from all judgments, awards, losses, liabilities, costs and expenses, including but not limited to reasonable attorney's fees, expert witness fees, and costs of litigation arising out of or based on any claims by (x) your End Users or (y) any other individual or entity that gains access to the Site or Services through you.

## 8) No Resale or Reuse; Proprietary Rights

You agree not to reproduce, duplicate, copy, sell, resell or exploit for any commercial purposes, any portion of the Site, use of the Site, Services, or access to the Site without Mind Garden's express written consent. While you are granted a limited license to use the Site, and Services provided that you have paid for the applicable use and otherwise are in compliance with this Agreement, any other rights and

licenses are expressly retained by Mind Garden and the rights holders and no implied licenses are granted.

## 9) Termination

(a) Mind Garden May Terminate. If you or your End Users breach this Agreement or Mind Garden determines in its sole discretion that it is no longer commercially reasonable to offer you the Services, it may terminate this Agreement and terminate your password, account (or any part thereof) or use of the Site, and remove and discard any Content you may have contributed to the Site. If termination is based on a reason other than breach, Mind Garden will refund any prepaid fees for periods in which the Services will not be available.

(b) Termination Effective Without Advance Notice. If necessary in order to avoid legal violations, to comply with applicable law, or to avoid harm to any person or property, Mind Garden may terminate your access to the Site without prior notice and Mind Garden may immediately deactivate or delete your account and all related information and files in your account and/or may bar any further access to such files of the Site in its sole discretion. Further, you agree that Mind Garden shall not be liable to you or any third person for any such termination of your access to the Site.

(c) Survival. In the event of a termination of this Agreement, your obligations and liabilities under this Agreement will survive as applicable.

(d) Your Only Recourse Is Termination. Should you object to any terms and conditions of the Agreement or become dissatisfied with the Site in any way, your only recourse is to immediately discontinue your use of the Site and terminate your account.

## 10) Links

Under certain circumstances the Site may provide, or third parties may provide, links to other websites or resources. Mind Garden is not responsible for the availability of such sites or resources, and does not endorse and is not responsible or liable for any content, advertising, products, or other materials on or available from such sites or resources. Mind Garden shall not be responsible or liable, directly or indirectly, for any damage or loss caused or alleged to be caused by or in connection with use of or reliance on any such content, goods or services available on or through any such site or resource.

## 11) DISCLAIMER OF WARRANTIES; WAIVER OF CERTAIN LIABILITIES; LIMITATION OF LIABILITY

ACCESS TO THE SERVICES AND THE INFORMATION AND CONTENT CONTAINED ON THE SITE IS PROVIDED "AS IS" AND "AS AVAILABLE" AND MIND GARDEN HEREBY EXPRESSLY DISCLAIM ALL WARRANTIES OF ANY KIND, WHETHER EXPRESSED, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING BUT NOT LIMITED TO, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, AND TITLE. MIND GARDEN DOES NOT WARRANT THAT THE SERVICES AND THE SITE WILL BE UNINTERRUPTED, ERROR FREE, OR WITHOUT BREACHES OF SECURITY, AND YOU AGREE THAT YOU ARE SOLELY RESPONSIBLE FOR ANY AND ALL ACTS OR OMISSIONS TAKEN OR MADE IN RELIANCE ON MIND GARDEN SERVICES OR THE INFORMATION IN THE SERVICES OR SITE, INCLUDING INACCURATE OR INCOMPLETE INFORMATION, LOSS OF DATA FROM DELAYS, NONDELIVERIES OF CONTENT OR EMAIL, ERRORS, SYSTEM DOWN TIME, MISDELIVERIES OF CONTENT OR EMAIL, NETWORK OR

SYSTEM OUTAGES, FILE CORRUPTION, OR SERVICE INTERRUPTIONS. MIND GARDEN EXPRESSLY DISCLAIMS ANY LIABILITY WITH RESPECT TO ANY INJURY CAUSED BY ANY END USER, OR ANY DAMAGE SUFFERED BY ANY END USER, AS A RESULT OF THE ACTIONS OR INACTIONS OF ANY OTHER END USER. IF YOU ARE DISSATISFIED WITH THE SERVICES, THE SITE, OR ANY CONTENT, YOUR SOLE AND EXCLUSIVE REMEDY IS TO DISCONTINUE USING AND ACCESSING MIND GARDEN SERVICES AND THE SITE. SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF IMPLIED WARRANTIES, SO IN THESE JURISDICTIONS THE ABOVE LIMITATIONS OR EXCLUSIONS MAY NOT APPLY.

YOU ACKNOWLEDGE THAT MIND GARDEN DOES NOT CONTROL IN ANY RESPECT ANY INFORMATION OR SERVICES OFFERED BY THIRD PARTIES THROUGH MIND GARDEN. EXCEPT AS OTHERWISE AGREED IN WRITING, MIND GARDEN AND ITS AFFILIATES ASSUME NO RESPONSIBILITY FOR AND MAKE NO WARRANTY OR REPRESENTATION AS TO THE ACCURACY, CURRENCY, COMPLETENESS, RELIABILITY, OR USEFULNESS OF CONTENT OR SERVICES DISTRIBUTED OR MADE AVAILABLE BY THIRD PARTIES THROUGH THE SITE.

YOU ACKNOWLEDGE THAT MIND GARDEN MAKES NO WARRANTY OR REPRESENTATION THAT CONFIDENTIALITY OF INFORMATION TRANSMITTED THROUGH THIS SITE WILL BE MAINTAINED.

### Risks You Assume

WITHOUT LIMITING ANY OF THE OTHER RISKS MIND GARDEN HAS DISCLOSED TO YOU IN THIS AGREEMENT, YOU ARE SOLELY RESPONSIBLE FOR YOUR USE OF THE SERVICES AND THE SITE, INCLUDING ANY CONTENT YOU SUBMIT OR ANY INVENTORIES YOU USE, AND YOU EXPRESSLY ACKNOWLEDGE AND AGREE THAT YOUR USE AND ACCESS TO THE SERVICES, THE SITE, AND THE INFORMATION AND CONTENT CONTAINED IN EITHER OF THE FOREGOING, AND ANY SITES LINKED THROUGH THE SERVICES AND ANY DATA TRANSMITTED THROUGH THE SERVICES IS AT YOUR SOLE RISK. ACCORDINGLY, MIND GARDEN, ANY OF ITS SUBSIDIARIES OR AFFILIATES, ITS RESPECTIVE OFFICERS, DIRECTORS, EMPLOYEES, AGENTS, REPRESENTATIVES, PARTNERS, AND LICENSORS (COLLECTIVELY, THE "MIND GARDEN ENTITIES") DO NOT ASSUME ANY LIABILITY TO YOU FOR OR RELATING TO ANY OF YOUR ACTIONS, INCLUDING THE PUBLICATION OF ANY CONTENT YOU SUBMIT, THE RESULTS OF ANY TESTS OR INVENTORIES TAKEN, OR MIND GARDEN'S EXERCISE OF THE RIGHTS YOU GRANT TO MIND GARDEN.

### Limitation of Liability

IN NO EVENT SHALL THE MIND GARDEN ENTITIES BE LIABLE FOR ANY SPECIAL, INDIRECT, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING, BUT NOT LIMITED TO, LOSS OF PROFITS OR REVENUES, LOSS OF USE, LOSS OF GOODWILL OR LOSS OF INFORMATION, HOWEVER CAUSED AND WHETHER BASED ON CONTRACT, WARRANTY, NEGLIGENCE, STRICT LIABILITY, OR ANY OTHER THEORY OF LIABILITY, EVEN IF THE MIND GARDEN ENTITY HAS BEEN APPRISED OF THE POSSIBILITY OR LIKELIHOOD OF SUCH DAMAGES. NOTWITHSTANDING ANYTHING IN THESE TERMS TO THE CONTRARY, MIND GARDEN ENTITIES' TOTAL AGGREGATE LIABILITY IN RESPECT OF ANY CLAIM OR ACTION YOU MAY BRING AGAINST MIND GARDEN OR ANY OF THE MIND GARDEN ENTITIES, REGARDLESS OF FORM OF ACTION OR THEORY OF LIABILITY, SHALL BE LIMITED TO THE GREATER OF (1) ONE HUNDRED

UNITED STATES DOLLARS (US\$100), AND (2) THE AGGREGATE FEES ACTUALLY PAID BY YOU (OR THE APPLICABLE CUSTOMER ON YOUR BEHALF) TO MIND GARDEN FOR THE 6 MONTH PERIOD PRECEDING THE EVENT FIRST GIVING RISE TO SUCH CLAIM OR ACTION. YOU ACKNOWLEDGE THAT YOU MAY BE WAIVING RIGHTS WITH RESPECT TO CLAIMS THAT ARE UNKNOWN OR UNSUSPECTED. ACCORDINGLY, YOU AGREE TO WAIVE THE BENEFIT OF ANY LAW, INCLUDING, TO THE EXTENT APPLICABLE, CALIFORNIA CIVIL CODE § 1542 (OR SIMILAR PROVISIONS OF THE LAWS OF OTHER STATES), WHICH STATES, A GENERAL RELEASE DOES NOT EXTEND TO CLAIMS WHICH THE CREDITOR DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE, WHICH IF KNOWN BY HIM OR HER MUST HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR.

IN THE CASE OF A JURISDICTION THAT RESTRICTS LIMITATION CLAUSES, THIS LIMITATION SHALL BE APPLIED TO THE GREATEST EXTENT PERMITTED BY LAW. NOTHING IN THESE TERMS OF USE IS INTENDED TO LIMIT ANY RIGHTS YOU MAY HAVE THAT MAY NOT BE LAWFULLY TERMINATED.

### 12) Services Are No Substitute For Professional Help

(a) Only Informational Tools. Mind Garden's Site and Services are intended to be informational tools to be used by professionals in evaluating certain aspects of human responses, actions, attitudes, personalities and conditions. Customers are responsible for proper administration of Mind Garden's content and Services and ensuring that proper professionals are engaged at all stages of the testing

process. For example, Mind Garden Inventory that is improperly scored, interpreted, or applied may yield an inaccurate assessment and other injury.

(b) Not A Substitute for Licensed Professionals. Also, a Mind Garden Inventory can never be a substitute for professional evaluation and counseling. Again, the Inventory is a tool designed to help skilled professionals, not as a substitute for a professional's personal evaluation of a Subject. No one should view Inventories, Scoring or Reports as substitutes for professional evaluation and counseling of a Subject and no one should view them as perfect, always correct or infallible. They should be used within the inherent error in the Inventory and the context of the assessment and the Subject's understanding. For more information see <http://www.mindgarden.com/testing.htm>

(c) No Warranty by Mind Garden. Mind Garden does not warrant that any of Services can substitute for skilled professional evaluations and counseling. In contrast, Mind Garden specifically discloses that its Services are not substitutes for professional evaluation and counseling.

### 13) General Provisions

(a) Severability. If any provision of this Agreement is invalid, illegal, or unenforceable under any applicable statute or rule of law, such provision shall be deemed amended to achieve as nearly as possible the same economic effect as the original provision and the remaining provisions of this Agreement shall in no way be affected or impaired.

(b) Applicable Law. These terms and conditions shall be governed by and construed in accordance with the laws of the state of California, without resort to its conflict of law provisions. You agree that any action at law or in equity arising out of or relating to this Agreement or the Services shall be filed only in the Superior Court of San Mateo, California, or the United States District Court for the Northern District of California, and you hereby irrevocably and unconditionally consent and submit to the exclusive jurisdiction of such courts over any such suit, action, or proceeding.

If you administer any Pre-Written Inventories or Customer Created Inventories to persons outside the United States or if you furnish scoring, evaluations, or reports to persons located outside the United States then you will comply with all laws applicable to such Inventories, scoring and reports including, but not limited to privacy laws.

(c) Headings. The headings are for navigational purposes only and shall not be deemed to constitute terms of this Agreement.

(d) Entire Agreement. This Agreement is the parties' entire agreement relating to its subject and supersedes any prior or contemporaneous agreements on that subject. This agreement may be amended by Mind Garden by providing you notice of the new terms. Your continued use of the Services or the Site indicates your assent to the new terms.

(e) No Assignment. You may not assign this Agreement and any attempt to do so will be void.

## Invitation to Participate in Study

June, 2019

Dear,

As an Ed.D. doctoral student completing her dissertation study through the University of New England as well as current employee within the system, I would like to invite you to participate online in the Multifactor Leadership Questionnaire (MLQ) and a Demographic/Perceptual Questionnaire. The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

Participation is open to college presidents within the Technical College System. Your participation is voluntary. Permission to conduct the research has been obtained from the University of New England (UNE) Institutional Research Board (IRB). The researcher will protect your identity throughout the study and thereafter. Only I, the researcher, will have access to your information. Your name, the college you are serving, and your responses will not be shared by the researcher with anyone else. Access to participant information will be maintained on a secure network that is password protected. All data is analyzed in a group aggregate comprised of all participants. Individual participant information and responses will not be connected to the individual nor will be shared.

There is no cost to the participant. The participant will be provided his/her individual results of the Multi-factor Leadership Questionnaire (MLQ) at no charge upon completion of the survey. The MLQ is a well-recognized Leadership Style Survey consisting of 45 questions and takes an average of 15 minutes to complete. The Demographic/Perceptual Questionnaire consists of 11 closed- and open-ended questions and takes an average of 10 minutes to complete. These 2 questionnaires are delivered as one online survey per the link below. You will be asked to complete the online Consent to Participate document prior to access to the questionnaires. Please use the link below to complete the online consent form and questionnaire by June 15, 2019. If you have any questions or concerns, please contact me at 229-221-3120 or [cgrooms@une.edu](mailto:cgrooms@une.edu). Your participation is greatly appreciated. Thank you for your time and effort.

Questionnaire link: (insert link here)

Sincerely,

Claudia Grooms, MSN, RN, Principal Investigator  
Doctoral Student, University of New England

## Follow-Up Email to Participate

June, 2019

Dear,

AS a follow-up to an Invitation to Participate email sent on \_\_\_\_\_ (insert date), I would like to ask for your participation in completing a questionnaire. As an Ed.D. doctoral student

completing her dissertation study through the University of New England as well as current employee within the system, I would like to ask you to participate online in the Multifactor Leadership Questionnaire (MLQ) and a Demographic/Perceptual Questionnaire. The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Participation is open to college presidents within the Technical College System. Your participation is voluntary. Permission to conduct the research has been obtained from the University of New England (UNE) Institutional Research Board (IRB). The researcher will protect your identity throughout the study and thereafter. Only I, the researcher, will have access to your information. Your name, the college you are serving, and your responses will not be shared by the researcher with anyone else. Access to participant information will be maintained on a secure network that is password protected. All data is analyzed in a group aggregate comprised of all participants. Individual participant information and responses will not be connected to the individual nor will be shared.

There is no cost to the participant. The participant will be provided his/her individual results of the Multi-factor Leadership Questionnaire (MLQ) at no charge upon completion of the survey. The MLQ is a well-recognized Leadership Style Survey consisting of 45 questions and takes an average of 15 minutes to complete. The Demographic/Perceptual Questionnaire consists of 11 closed- and open-ended questions and takes an average of 10 minutes to complete. These 2 questionnaires are delivered as one online survey per the link below. You will be asked to complete the online Consent to Participate document prior to access to the questionnaires. Please use the link below to complete the online consent form and questionnaire by June 15, 2019. If you have any questions or concerns, please contact me at 229-221-3120 or [cgrooms@une.edu](mailto:cgrooms@une.edu). Your participation is greatly appreciated. Thank you for your time and effort.

Questionnaire link: (insert link here)

Sincerely,

Claudia Grooms, MSN, RN, Principal Investigator  
 Doctoral Student, University of New England

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| Version 8.22.18 |
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## UNIVERSITY OF NEW ENGLAND CONSENT FOR PARTICIPATION IN RESEARCH

**Project Title:** Community College Presidents' Leadership Styles and Perceived Impact of Personal Leadership Style on Faculty Relations

**Principal Investigator(s):** Claudia A. Grooms, RN, MSN

### **Introduction:**

- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.

- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

**Why is this research study being done?**

The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations.

**Who will be in this study?**

The research focuses on community college presidents serving in one college system located in the southern United States.

**What will I be asked to do?**

Complete one electronic survey that contains the online hosting vendor's (Mind Garden, Inc.) Privacy Policy & Terms of Service, this Consent to Participate, a 45-item Multifactor Leadership Questionnaire (MLQ Form 5x-Short), and an 11-item demographic questionnaire. The Survey takes approximately 25 minutes to complete (MLQ takes approximately 15 minutes to complete and the Demographic Questionnaire 10-15 minutes). The participant will receive an emailed Invitation to Participate that includes a link to the MLQ. If the participant has not responded within seven days, the researcher will email a Follow-Up request to participate.

**What are the possible risks of taking part in this study?**

There are no known risks associated with this study. The researcher will maintain confidentiality and privacy for participants.

**What are the possible benefits of taking part in this study?**

An expected direct benefit of this study is that the participant may obtain greater insight into his/her personal leadership style, relationship with faculty and the manner in which personal leadership style impacts faculty relations.

**What will it cost me?**

There is no cost to the participant. The participant will be provided his/her individual results of the Multi-factor Leadership Questionnaire at no charge upon completion of the survey.

**How will my privacy be protected?**

Required consent to participate will be obtained from all participants by the researcher. The MLQ Leadership Assessment is licensed with and provided by Mind Garden, Inc. The MLQ is hosted online with Mind Garden, Inc. When you click on the link to access the Survey, you will be asked to enter the username and password that is provided by Mind Garden, Inc. and to review and accept the Mind Garden, Inc. Privacy Policy and Terms of Service prior to being given access to the Consent to Participate by the researcher. These documents describe how your privacy, user account/password security, browser information, use of your information as

well has how the privacy and confidentiality of your information is protected by Mind Garden, Inc. Mind Garden, Inc. does collect information regarding your browser when you login with your Mind Garden, Inc. username/password provided by email in order to access the survey. The assessment platform is encrypted and secure servers use industry-standard SSL(Secure Sockets Layer) encryption to ensure privacy and confidentiality of information.

Data and files maintained by the researcher will be protected in the following ways: 1)all digital files will be kept on a local computer (with cloud-based back-up that is SSL compliant and requires a username/password to access) that has username/password protection (of the researcher) to access the computer as well as the specific digital files will require an additional password 2) paper documents will be kept in a locked file cabinet to which only the researcher has a key.

### **How will my data be kept confidential?**

The researcher will protect your identity throughout the study and thereafter as the following describes. To maintain privacy and confidentiality, your username and email address will be kept in association with your survey responses for up to one year by Mind Garden, Inc. for the purpose of providing the researcher and participants with reports, coring and evaluation related to the survey. Mind Garden, Inc. does not share any identifiable personal information (such as name, email) or assessment results directly with anyone other than yourself and the researcher. Mind Garden, Inc. may disclose or use aggregated, non-person specific data for research. Mind Garden, Inc. does not sell, trade, rent or otherwise provide any entity (other than the researcher and participant) with any individually identifiable information provided by the participant.

As an additional confidentiality protection, data provided to the researcher at the close of the survey will not contain identifying information of the participant. Participant name and email will be redacted from the data provided to the researcher so that no association can be made between the data and a specific participant and the participants organization by the researcher or those reviewing the data. In addition, all data will be analyzed and reported as a group aggregate (not individual) format comprised of all participants. Individual participant information and responses will not be connected to an individual and/or organization.

The researcher will ensure that the identity of the participant is further protected in the open-ended response questions by redacting any identifying participant or organizational information. The researcher, dissertation committee members, and the UNE Institutional Review Board (IRB) have a right to review the data as needed. This data, as stated above, will have the participant identifying information (name and email) redacted from the raw data. Any needed follow-up verbal or written reports or any discussions will identify you only with a pseudonym.

### **What are my rights as a research participant?**

- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- Your decision to participate will not affect your relationship with the researcher.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You are free to withdraw from this research study at any time, for any reason.



- If you choose to withdraw from the research, there will be no penalty to you and you will not lose any benefits that you are otherwise entitled to receive.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.
- If you sustain an injury while participating in this study, your participation may be ended.

**What other options do I have?**

- You may choose not to participate.

**Whom may I contact with questions?**

- The researcher conducting this study is Claudia Grooms
  - For more information regarding this study, please contact Claudia Grooms at 229-221-3120 or [cgrooms@une.edu](mailto:cgrooms@une.edu).
- If you choose to participate in this research study and believe you may have suffered a research related injury, please contact Dr. William Boozang, Ed.D, Lead Advisor, UNE at 508-446-7685 or [wboozang@une.edu](mailto:wboozang@une.edu)
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or [irb@une.edu](mailto:irb@une.edu).

**Will I receive a copy of this consent form?**

- A copy of this consent form will be included in an introduction to Participate email sent to potential participants. At the time of the online survey execution, that participant will be asked to agree to the consent form online.

**Participant's Statement**

**I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily. Note: The participant will electronically agree to participate by selecting "Agree" prior to the commencement of the online survey instrument.**

\_\_\_\_\_  
Participant's signature or  
Legally authorized representative

\_\_\_\_\_  
Date

Printed name

Researcher's Statement

**The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.**

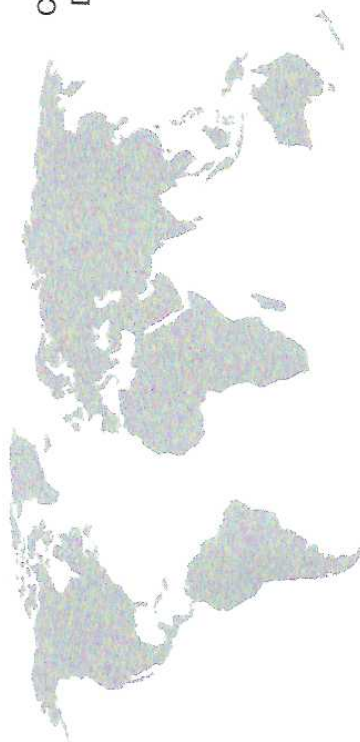
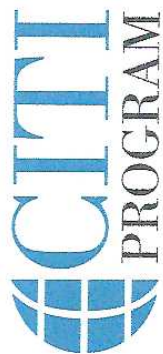
\_\_\_\_\_  
Researcher's signature

April 12, 2019

Date

Claudia A. Grooms

Printed name



Completion Date 26-Jan-2019 Expiration  
Date 25-Jan-2023 Record ID 30180303

This is to certify that:

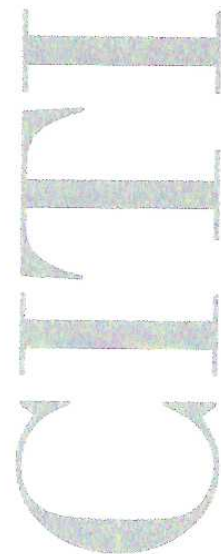
**Claudia Grooms**

Has completed the following CITI Program course:

**Human Research  
Behavioral Research Investigators** (Course Learner Group) **1 - Basic Course**  
(Curriculum Group) **Social &**  
(Stage)

Under requirements set by:

**University of New England**



Verify at [www.citiprogram.org/verify/?w6fe16643-6f35-49b6-83cb-b81ed838846c-30180303](http://www.citiprogram.org/verify/?w6fe16643-6f35-49b6-83cb-b81ed838846c-30180303)  
Collaborative Institutional Training Initiative

## CURRENT RESUME

**Claudia J. Grooms, MSN, RN**

131 Tall Pines Drive

Thomasville, Georgia 31792

229-221-3120(Cell) Preferred Phone Method of Contact

Email: (H) [claudiajgrooms@gmail.com](mailto:claudiajgrooms@gmail.com) Preferred Email**Summary  
of****Qualifications**

Thirty-four years' experience with eight years in nursing education (teaching, curriculum, integration of technology, clinical Simulation, as well as program/ student learning outcomes) and twenty-five years in progressive high level management positions consisting of exposure and experience within large, complex private-not for profit & public healthcare systems that have included hospital & hospital-based community services. Experience in serving persons in all areas of care including, but not limited to psychiatric, addictive disease, dual diagnosis, mental retardation and developmental disabilities, acute & chronic medical in both inpatient, outpatient and community-based settings.

Experience in:

- Associate Dean for the School of Health Sciences; Program Chair, Practical Nursing
- Eight years in higher education as faculty member and participant on numerous college-wide and departmental committees (nursing & clinical faculty teaching Associate of Science Nursing Generic, LPN-RN Bridge students)
- Co-Director & Developer of Georgia Master Teacher Experience for the Georgia Technical College System.
- Institution Effectiveness (Quality/Performance Improvement) within large, complex private-not for profit & public healthcare systems that have included hospital & hospital-based community services covering large service delivery areas of multiple counties and organizational entities.
- Accreditation & Compliance: Coordination & oversight of professional and regulatory organizational accreditations (ex: Medicare, Medicaid, OSHA, JCAHO)- served as Compliance Officer and Risk Manager for facility,
- In-depth knowledge of regulations and standards of all pertinent (educational) professional and regulatory agencies;
- Systems thinking; Strategic Planning; Operational and Organizational Planning and Development;
- Budget preparation & implementation for new & existing services;
- Marketing of new & existing services to both external and internal customers;
- Establishing & maintaining excellent community relations & collaboration with stakeholders, service providers, and working collaboratively with other healthcare agencies and service providers;
- Establishing & maintaining excellent rapport and reporting systems with governing bodies; managing, directing, and supervising multiple departments & management staff;
- Creating and managing comprehensive data analytics required by organizations to successfully plan strategically for growth as well as manage day-to-day operations efficiently and effectively.
- Analyzation and interpretation of data and ensuring decisions are based upon reliable and validated data;
- Professional interpersonal relations with all levels of providers and staff including a spectrum from housekeeping/dietary staff to physicians and physician office practices;
- Consensus-building and marketing of services to various healthcare providers and consumers,
- Extensive background in the development of facility and system-wide policies and procedures;
- Extensive experience in re-engineering systems and processes to provide maximum services in a cost-effective and efficient manner.
- Team building;
- Strong background and skills in education & training of employees, healthcare providers, and health care consumers on an individual, small group (5-30) and large group (31-350) basis in all facets of professional and healthcare topics.
- Proficiency in various technologies including telepresence, WebEx, cloud-based products, Office 365 (word processing, spreadsheet applications, the Internet, and executive management systems).

**Education  
&  
Certifications**

**EDUCATION:**

**University of New England**  
**Portland, Maine**

Doctor of Education in Educational Leadership: Begin date: January 2017.  
*Anticipated completion date: Summer 2019*

**Valdosta State University**

**Valdosta, Georgia**

Master of Science in Nursing, 1994.

Dual Majors: Administration

Community Health

Minor: Public Administration

**Valdosta State University**

**Valdosta, Georgia**

Bachelor of Science in Nursing, 1985.

General Nursing Studies

Independent Study--Psychiatric Nursing

**ST. JOSEPH'S COLLEGE**

**New Hampshire**

Master of Health Administration: Coursework: 1996-1997

**CERTIFICATIONS & CERTIFICATES:**

Georgia Board of Nursing: Registered Professional Nurse (RN)-1985-2020

Lic#: RN076878. Issue: 08/30/1985. Exp.: 1/31/2020

ACEN Peer Evaluator (*Professional Accrediting Agency for Nursing Programs – also includes evaluating colleges where ACEN serves as Title IV Gatekeeper*) -12/2016- current

NCLEX NCSBN Approved Item Development Writer – 11/18/2015-11/18/2018

Fellowship in Clinical Simulation & Education: June 2016. Conducted by International Association of Clinical Simulation & Learning (INACSL)

Certified American Heart Association Basic Life Support (BLS) – Instructor

Certificate in Nursing Education – 2013

Master Teacher Faculty & Staff Trainer – State of Alabama 2013,2014, 2015

Director & Developer of Georgia Master Experience for the Georgia Technical College System – 2013-Current

Master Teacher Certification – State of Alabama 2012

Person & Family Centered Planning Centered Planning

State of Georgia Good to Great Series (Developing & supporting collaborative relationships between diverse stakeholders)

Franklin Covey Courses

Tuberculosis Screening & Counseling Certification: 2004

Dual Diagnosis Certification/Training: State of Georgia. Kathleen Sciaaca-2003-2004

HIV Counseling Certificate: 2003

Certified Professional in Healthcare Quality (CPHQ)-1997

MMI Companies, Inc./Finch University of Health Sciences/The Chicago Medical

Certificate in Healthcare Risk Management-1997

Certified Professional in Utilization Management (CPUR)-1996

University of Buffalo/Buffalo, New York-Certification in Discharge Planning & Case Management-1988

**WORK EXPERIENCE**

**November 2018 – Present**

**Southern Regional Technical College, Thomasville, Georgia**

**Associate Dean, School of Health Sciences**

**Program Chair, Practical Nursing**

**Committees:**

**School-wide: SWGTC/MTC Merger Steering Committee; SRTC Strategic Planning Committee, Academic Affairs; Faculty Senate(Secretary), Technology Committee, Scholarship Committee, College Calendar Committee, Graduation Committee, Deans Council**

Responsible for fostering effective cooperation, coordination, and communication across multiple campuses with regards to the college's academic division. Primary responsibility is to direct programs and services and supervise program or department leadership, faculty, and staff. Responsible for Nursing and Nursing – related programs offered by the college across five (5) campuses and twenty-two (22) instructional locations.

**January 2015- October 31,2018**

**Southern Regional Technical College, Thomasville, Georgia**

**Virtual Hospital & Technology Innovations Coordinator**

**Associate of Science Nursing Faculty**

**Committees:**

**School-wide: SWGTC/MTC Merger Steering Committee; SRTC Strategic Planning Committee, Academic Affairs; Faculty Senate(Secretary), Technology Committee, Scholarship Committee**

**ASN Department: Curriculum Committee (Chair), Clinical Committee(Member),**

**Previous Advisor: Georgia Association of Nursing Students- SRTC Chapter**

Responsible for the development, coordination and function of a state-of-the-art Health Sciences Simulation and Technology program to ensure that goals and objectives specified for the college's Health Sciences programs across all service areas are accomplished in accordance with nationally recognized evidenced-based practice standards for simulation and technology innovations. This position is currently funded through a four-year Department of Labor \$2.3 million TAACCCT Grant. Integration of Technology (such as Telepresence) and cloud-based applications within each Nursing course as well as re-design of curriculum and coursework to support the use of technology in the classroom, lab, clinical and online (online & hybrid courses) educational environments. TELEPRESENCE: learn to use equipment, identify best practices for integration into course delivery and curriculum. Develop implementation team and train faculty as needed.

Work with TAACCCT Grant coordinator to ensure grant deliverables are met. Responsible for writing the Curriculum section for most recent ACEN program visit. Work closely with RN and PN faculty in both the curriculum and lab settings. A large portion of this position within the grant has been curriculum readjustment within an RN program. Alignment of curriculum with TCSG KMS standards and recognized nursing standards have been adhered to.

**Instructional:** Serve as a resource to all Nursing courses (exception of Obstetrics) as a content expert

**Simulation Lab:** Coordinate the scheduling of Simulation Lab space as well as maintaining inventory and simulators. Have integrated simulation into each nursing coursework. The nursing lab serves both RN and PN students.

Developing simulation to support local area Hospitals & Clinical sites in onboarding & continuing competency of nursing & healthcare staff.

**Clinical:** Serve as a contact between clinical facilities and nursing program

**Preceptor:** Serve as preceptor to MSN students in the areas of classroom teaching and/or simulation.

### **July 2013- Present State of Georgia Technical College Master Teacher Certification Experience**

#### **Serve as Co-Director, Developer & Faculty**

Developed & implemented the inaugural Master Teacher Certification Professor Conference for professors across all curriculum's/programs in the State of Georgia with the support of the Technical College System of Georgia. Participants are selected on high performance and high regard by his/her colleagues and administration for this conference that enhances communication skills, teamwork, collaboration and enhanced student engagement. Due to the enthusiastic reception and high survey results regarding the value of this conference, the Georgia Master Teacher Experience will become an annual event led by myself and co-directors.

### **July 2013 – 2016 Present State of Alabama Community College Master Teacher Certification Experience**

#### **Serve as Faculty**

Served as Guest Faculty for the Master Teacher Certification Professor Conference for the Alabama Community College system's which is held for professors across all curriculum's/programs in the State of Alabama. Participants are selected on high performance and high regard by his/her colleagues and administration for this conference that enhances communication skills, teamwork, collaboration and enhanced student engagement.

**July 2010- January 2015**

**Southwest Georgia Technical College, Thomasville, Georgia**

**Associate Degree Nursing Instructor/Off-Campus Coordinator/ Clinical Coordinator  
Simulation Lab/Technology Coordinator**

#### **Committees:**

**School-wide: SWGTC/MTC Merger Steering Committee; Academic Affairs; Faculty Council,**

**Advisor: Georgia Association of Nursing Students- SWGTC Chapter**

**Instructional:** Serves as Course Coordinator for LPN-RN Bridge and Generic A.S.N. Student courses. Teaches primarily Foundations and Medical/Surgical, and Leadership course for Generic and LPN-RN Bridge students. Teaches Transitions/Professionalism course for LPN-RN Bridge students. Has taught Pediatrics, Senior Capstone and Mental Health courses within both programs. Additional duties include curriculum development and technology innovations across program courses.

**Simulation Lab:** Technology: Responsible for identifying, proposing and implementing technology throughout the program. Have implemented a cloud based Electronic Healthcare Record, online Patient Reviews & Case Studies, implemented SLS-based case reviews with high fidelity simulation experiences. Coordinated consistent & standardized course formatting for all Learning Management System courses across the program. Implemented a cloud-based simulation lab scheduling, video recording, and performance-based checklists that to supplement high fidelity simulation experiences.

**Clinical:** Serves as Program Clinical Coordinator. Responsible for coordinating all faculty teaching and clinical schedules, offered course material, and student clinical experiences. Responsible for assigned courses and student clinical experiences for courses taught. Additional duties include ensuring all clinical experiences meet course learning objectives and complement the classroom experience. Responsible for building professional rapport and partnerships with clinical sites (and nursing staff at sites) and collaborating with other faculty members to ensure consistency in coursework across the program.

**Clinical Preceptor Program:** Coordinates and manages the clinical preceptor experience for senior students.

**Preceptor:** Serve as Preceptor to MSN students from area Universities & Colleges. Serve on these students' Thesis or Directed Research Project Committees as well as supervise the research activity. These students have conducted local research on the implementation and use of technology in the classroom, high fidelity simulation and implementation of medication bar code scanning among many topics.

**March 2010- June 2010     Southwest Georgia Technical College     Thomasville, Georgia**

**Associate Degree Nursing Instructor**

Provides Instruction for the A.D.N. program located on the Thomasville and Wiregrass Georgia Technical College Campuses. Responsible for all assigned courses and student clinical experiences at Archbold Memorial Hospital and South Georgia Medical Center as related to current instructional course load. Additional duties include curriculum development, building professional

rapport and partnerships with clinical sites (and nursing staff at sites), and collaborating with other faculty members to ensure consistency in coursework across the program.

**October 2009-  
February 2010**

**Southwest Georgia Technical College**

**Thomasville, Georgia**

**Adjunct Nursing Instructor**

October-December 2009: Adjunct PN clinical faculty

Winter 2010: Quarter associated with the ADN program located on the Valdosta Technical College Campus. Teaching Nur 193 (Pharmacology) and assisting with students' clinical experience at South Georgia Medical Center. Also assisting with clinicals (at Archbold Memorial Hospital) with the LPN to RN Bridge program. During Fall 2009 Quarter, provided clinical instruction for LPN students (Cairo and Thomasville Campus) at Grady General Hospital, Archbold Memorial Hospital, and Camellia Gardens Nursing Home. Current teaching duties include curriculum development of course, building professional rapport and partnerships with clinical sites (and nursing staff at sites), and collaborating with faculty to ensure consistency in course across program.

**September 2008 -  
Present**

**Small Business Owner**

**Thomasville, Georgia**

**Small Business Owner & Consultant**

As owner of several small businesses, am responsible for long-term & short-term planning, marketing, quality control, assurance & improvement, fiscal management & customer service & satisfaction. Also manage hiring of staff, on-going employee education & motivation and payroll.

Consultation & Implementation Services related to accreditation, regulatory requirements, systems development in healthcare (physician offices, small hospitals)

**January 2006 –  
September 2008**

**State of Georgia: DHR, Region 4 Office**

**Thomasville, Georgia**

**Manager, Intake & Evaluation Manager**

Responsible for planning, development, implantation & monitoring of operational and clinical quality management/ performance improvement and utilization management activities related to Mental Retardation & Developmental Disability services (for clients of all ages) in Region 4 which encompassed forty-one (41) counties. Managed two office locations and telework staff throughout the region. Responsible for ensuring the initial screening and eligibility of applicants for services as well as initial and on-going funding authorization for all mental retardation/developmental disability Medicaid and state supported services. Managed a waiver budget in excess of \$80,000,000 and staff/operational budget of \$2,000,000. Funded Client Caseload for region was 3800+. Maintained Waiting lists of 500+based on need for service. Due to efficient & effective person-centered planning, was able to take waiting list of 746 in January of 2006 and reduce it to 250 by September 2008. Region 4 managed the second highest client caseload (the greater Atlanta area being the highest) of 5 regional offices. Ensure reporting of information internally and externally. Ensure compliance with pertinent requirements of all regulatory agencies. Worked with internal & external customers and constituencies to maintain professional working relationships and promote teamwork.

**April 1, 2004-January 2006**

**Southwestern State Hospital**

**Thomasville, Georgia**

**Director, Quality Management**

Responsible for facility-wide planning, development, implantation & monitoring of operational and clinical quality management/ performance improvement and utilization management activities. Ensure reporting of information internally and externally. Facility work encompassed clients of all ages and the areas of skilled medical nursing care, developmental disabilities, psychiatric services and drug addiction. Ensure compliance with pertinent requirements of JCAHO & all regulatory agencies. Work with internal & external customers and constituencies to maintain professional working relationships and promote teamwork. Serve on Quality Council/Leadership Committee, Risk Management Committee, Safety Committee, Medical Records Committee, Infection Control Committee, Pharmacy & Therapeutics Committee, Nurse Executive Committee, Management of Information Task Force, JCAHO Steering Committee. Serve as a facilitator for Performance Improvement Teams. Currently chairing workgroup to develop Action Plan for re-engineering Billing & Utilization Management processes for upcoming INPT PPS. Participate on State-wide PI/JCAHO Coordinators Council.



|                           |                                     |                             |
|---------------------------|-------------------------------------|-----------------------------|
| <b>January 16, 2003 –</b> | <b>Southwestern State Hospital,</b> | <b>Thomasville, Georgia</b> |
| <b>March 31, 2004</b>     | <b>Dual Diagnosis Unit</b>          |                             |
| <b>Nurse Manager</b>      |                                     |                             |

***Professional  
Experience***

Located on the campus of Southwestern State Hospital, the Gateway Dual Diagnosis Program is a community-based, hospital administered, short-term residential treatment program for persons with a dual diagnosis (Axis I psychiatric diagnosis and a polysubstance/dependence diagnosis) that provides a medically supervised integrated treatment approach for ages 18 thru later life.

Responsibilities: Planned, administered, and evaluated the twenty-four hour a day, seven day a week nursing services provided to unit. Provided leadership and team approach with staff. Responsible for compliance with all JCAHO & regulatory requirements for unit. Developed new Q.I. program & Outcomes Measures for Unit. Assessed and evaluated staffing patterns for client needs and prepared work schedules. Supervised the nursing staff in assessing, planning, implementing and evaluating the delivery of client care and actively participated in treatment team. Developed, updated, and implemented nursing policies and participated in the revision and review of unit policies. Re-engineered the following processes and functions: admission & screening process, delivery of medical & psychiatric services, therapeutic leave policy, developed more structured schedule, integrated nursing into clinical care processes, enhanced interdisciplinary treatment plans, modified roles of staff to increase client supervision & client/staff interaction, and increased communication between the unit and outside providers. Participated in developing and presenting in-service education for clients and staff. Provided supervision and tours to various area nursing student interns. Provided community education and marketing efforts of program. Communicated and worked as a team with other hospital departments. Facilitated continuous review of all program aspects of the program. Coordinated nursing quality management and quality control activities for unit. Maintained and acquired knowledge of current trends and developments in the field. Managed cost utilization activities for unit. Coordinated medical and psychiatric physician services and client care. Served on the Nurse Executive Committee, Infection Control Committee, Pharmacy & Therapeutics Committee, Management of Information Task Force, Nursing Policy & Procedure Committee and the Gateway Regional Advisory Committee. Worked as Hourly PRN Registered Nurse from November 2002-January 15, 2003.

|   |                                      |                            |
|---|--------------------------------------|----------------------------|
| <b>February 1998 –</b>  | <b>Memorial Hospital &amp; Manor</b> | <b>Bainbridge, Georgia</b> |
| <b>March 1, 2002</b>  |                                      |                            |
| <b>Assistant Administrator for Administrative Services ,</b>                          |                                      |                            |
| <b>Administrator, Willow Ridge Assisted Living Facility &amp;</b>                     |                                      |                            |
| <b>Corporate Compliance/JCAHO &amp; Regulatory/Accreditation &amp; Safety Officer</b> |                                      |                            |

Executive level position which was administratively and functionally responsible for the design, planning, implementation, budgeting and operation of administrative support functions. Areas of responsibility include Performance Improvement Initiatives, Quality Management, Risk Management, Case Management (includes Utilization Management, Medical Review, Discharge Planning/Social Services), Infection Control, Patient/Family Education, Education Department, Marketing, Public Relations, Employee Health, Volunteers, Gift Shop, Safety, JCAHO & Accreditation Coordination for system, Compliance, and Credentialing & Medical Staff Support. All areas of responsibility are utilized across a vertically integrated system and serve as expert consultants to the other entities in the system. The system consisted of an acute care hospital, nursing home, assisted living facility, ambulatory surgery center, emergency room, sub-acute care unit, rural health clinic, four hospital-owned physician practices, and community outreach programs of school nurse, jail clinic, and athletic trainer. Responsible for ensuring compliance with all regulatory entities for each of the above listed service areas. Responsible for assisting in the development, implementation, and continued review of all long-term & short-term strategic planning for facility, identifying opportunities for enhanced market share for existing services and identifying opportunities to develop new services. Responsible for the development and review of all facility and hospital policies and procedures.

Responsible for redesigning facility and medical staff quality programs. Re-wrote Governing Body By-Laws for facility, Medical Staff Bylaws, General Rules & Regulations and Departmental Rules & Regulations, restructured the Quality & Performance Improvement Information flow and Committee Structure as well as Medical Staff Committee Structure.

Served as Corporate Compliance Officer with joint reporting responsibility to the CEO and the Board.

Served as Administrator of a 24-occupancy assisted living facility, Willow Ridge. Assumed responsibility for this project in July 1998 and completed the \$6 million construction, decorating, staff hiring & development and compliance with regulatory agencies. Responsible for all aspects of marketing of facility. Opened October 1, 1998 and operated at full capacity by 2001. As this was the first assisted living facility within this community, marketing efforts included many speaking engagements/presentations at local clubs & organizations to educate community on the concept of assisted living. Responsible for initial and on-going state licensure and initial JCAHO Assisted Living Survey with full accreditation and no Type I's.

Served as point-of-contact for the JCAHO Orion-GA pilot project, the Georgia Hospital Association Care Program, Core Measures Pilot Project and the Georgia Medical Care Foundation CQIP efforts. Also served on the GA-Orion Advisory Board and on the state Council for Small Hospitals & Council for Long-Term Care.

Participated on the Hospital Authority Total Quality Management Committee, monthly Hospital Authority Board Meetings, and the Medical Executive Committee as well as numerous facility-wide committees. Completed JCAHO survey in May 1998 with a score of 97 and one Type I in the hospital and a score of 94 in the 107-bed nursing home and 100 in the Lab. Completed September 2001 Survey with Hospital-88, Assisted Living-97 (no type I's & New survey-1<sup>st</sup> accreditation), Nursing Home-93, Medical Equipment-93, Lab-94.

**September 1997-  
February 1998**

**Memorial Hospital & Manor**

**Bainbridge, Georgia**

**JCAHO/Accreditation Coordinator**

Assumed position of JCAHO Coordinator on part-time basis with responsibility of education of staff in JCAHO standards, ensuring compliance with standards, conducting mock surveys and preparing staff, administration, and board for survey process and presentations.

**July 1997-September 1997**

Resigned position at John D. Archbold Memorial Hospital in order to stay home, spend more time with family, become caregiver for mother as she was diagnosed with Alzheimer's. Was contacted by above facility to consider working part-time to prepare facility for upcoming JCAHO survey in spring of 1998.

**April 1991 - July 1997**

**John D. Archbold Memorial Hospital**

**Thomasville, Georgia**

**Director, Quality Improvement**

Executive level position directly supervising the budget & administration of five (5) departments and serving as a consultant to the other entities within a large, complex private, not-for-profit healthcare system. The system contained over 800 patient beds which included five acute care hospitals (including psychiatry, rehabilitation, and emergency services), four nursing homes, two home health agencies, eight durable medical equipment stores, outpatient Oncology and dialysis centers, ambulatory surgery center, four subacute care units and large PPO/PSO. The organizational structure utilized a vertically integrated system with each department head (of the below functional areas) serving as an expert consultant to the other entities in the system.

Significant responsibility in leading change in a large health care organization providing hospital & community-based services:

Responsible for leading change throughout the system through the Performance Improvement Process. Examples of system-wide administrative and clinical organizational changes developed and implemented are:

standardization of policies & procedures, implementation of performance improvement methodologies, development & implementation of risk management program, implemented the use of Nurse Case Managers resulting in enhanced revenue collections, improved medical record documentation, use of clinical pathways, & profiling physicians (100+) in the areas of Length of stay, re-admissions, cost of care per DRG, and other utilization & clinical indicators. Worked collaboratively with individual physicians or group practices in identified variances to enhance performance. After several consulting sessions, one physician was able to improve his profile of losing over \$1million dollars (hospital cost of care for patients in a one-year period) to providing a \$2million dollar increase in hospital revenue.

Experience in working with regulatory/accreditation agencies:

Assisted in facilitating JCAHO preparation for all surveys

NO deficiencies in areas administratively responsible for during tenure at Archbold.

JCAHO accreditation of each of the four smaller hospitals as new facilities, development & implementation of a system-wide patient satisfaction process

Served as point of contact for CMS, ORS, OSHA and all other surveyors that contacted the facility.

Experience with consumer & advocacy organizations:

Served as liaison with patients & families if needs/concerns not met by Patient Advocates.

Served as liaison with patients & families for all Risk Management related issues.

Worked closely with various local & state patient support groups.

Experience with administrative & clinical operations:

Administratively and functionally responsible for the design, planning, implementation, and daily operations of the Quality Improvement Department consisting of five departments: quality improvement, risk management, utilization management, discharge planning/social services, and patient representatives. Specific responsibilities were as follows:

*Quality Improvement:* Co-Chaired the Quality Improvement Steering Committee which included the coordination, monitoring, and re-engineering(as appropriate) of all multi-disciplinary, facility-wide quality improvement teams. Published quarterly quality newsletter. Quality improvement program received local and state recognition. Active at the state level in the development of state-wide quality and outcome indicators derived from billing data to be utilized for quality efforts and future "report cards." Developed and produced a quarterly facility healthcare report card. Published articles on quality & performance improvement at the state and local levels. Directed special projects such as implementation and compliance with Advance Directives at a system-wide level as assigned. Served on numerous facility wide quality & administrative committees, councils, task forces, and boards. Successfully guided quality improvement, continuum of care and management/leadership efforts at facility through three JCAHO accreditations with no deficiencies. Provided JCAHO preparation assistance to affiliate facilities. Was responsible for the implementation of patient satisfaction and patient complaint programs and their integration with quality improvement. Designed and implemented an in-house patient satisfaction mail-out survey. Survey utilized by all acute and sub-acute facilities in the system. Quarterly report generated for system and each facility. This survey mapped to several phone surveys and previous mail survey(by national vendor) in order to utilize outside comparative data. Longitudinal satisfaction data available for facility since 1988. Presented numerous programs at the state level related to the integration of patient satisfaction and quality improvement. Provided education related to quality to new employees, current employees and departments. Served on numerous local and state quality committees. Served on Georgia 1<sup>st</sup> PPO Utilization Committee, South Georgia Health Partners Utilization Review Committee, and Chairman of the VHA Quality Council for 1 year. Chaired facility wide P.I. Steering Council.

*Risk Management:* Responsible for design and implementation of risk program and its integration with quality improvement. Implemented database for incident reports and claims. Reviewed, assessed, and trended incidents to identify opportunities for education and improvement. Designed and produced monthly, quarterly, and annual trending of incidents by system, facility, department, patient and employee levels. Worked closely with Human Resources to develop an integrated report consisting of tracking and trending of monthly, quarterly, and annual costs of employee injuries. Worker's Compensation costs decreased by 84% since 1991 to \$54 per employee. Designed and produced monthly report on patient incidents by employees so that tracking of incidents is possible by specific employee in high-risk areas. Established system to review requested medical records, provide claims management, handle significant patient complaints, chair monthly administrative risk meetings to review claims, provide risk management education to new employees, current employees and departments. Chaired monthly facility wide Risk Management Committee. Participated on various risk and safety related committees. Coordinated facility insurance policies.

*Utilization Management:* Responsible for concurrent coding for all medical records, appeals process for any denied claims, physician profiling and education related to case mix index and utilization of resources, and integrated review of selected quality indicators. Worked in tandem with case managers in Discharge Planning/Social Services to maintain length of stay of 5.6 days and 6.1 for Medicare patients. Coordinated quality improvement efforts with

state peer review organization for disease-oriented studies such as congestive heart failure. Chaired weekly interdisciplinary Utilization Review/Discharge Planning meetings leading to enhanced revenue and a decrease in the ALOS of 3.5 from 6 in a 1-year period and decrease of fifty percent (50%) in 30 Day Readmissions. Hosted annual luncheon for area Nursing Home. Served on the Archbold Home Health Advisory Board.

*Discharge Planning/Social Services:* Designed program including integration of services with utilization management. Provided initial and on-going psychosocial and discharge planning assessment and recommendations. Facilitated and coordinated discharge needs and services. Provided consultant services to system's facilities.

*Patient Representative:* Designed and implemented patient representative/advocacy program. The patient representatives served as patient advocates. Patient Representatives responsible for conducting admission and continuing stay visits with patients to identify possible concerns or problems. Served as a referral source for discharge planning case managers (to aid in identifying potential discharge problems), risk management (to aid in identification of potential litigious action) and quality improvement (to aid in identification of satisfaction problems and/or quality issues). Also served as contact for advance directives and Ethics Committee point-of-contact.

**August 1988 – John D. Archbold Memorial Hospital Thomasville, Georgia**

**April 1991**

**Director, Discharge Planning/Social Services**

Responsible for the reorganization and integration of the discharge planning/social services departments. Responsible for all accreditation & regulatory compliance for department. Developed policies and procedures that provided consistency to program. Developed quality improvement program to monitor clinical and operational components of services. Instituted case management team meeting to review select patient population with initial intent of decreasing length of stay and currently to maintain length of stay. Developed monthly statistical report that has consistently been used for strategic planning. Developed rapport with physicians and other providers to take initial patient referrals from 10/month to approximately 350/month. Department provided direct services to 45% of all inpatients. Provided consultant social services to affiliate facilities in system. Assisted facilities in developing and implementing sub-acute care facilities that proved to be a financial advantage for the facilities.

**August 1987 – John D. Archbold Memorial Hospital Thomasville, Georgia**

**July 1988**

**Discharge Planner, Social Services**

Responsible for developing new position of RN Discharge Planner into social services department. Provided direct services of discharge planning to patient referred for services. Responsibilities included biopsychosocial assessment and evaluation of patients, making recommendations to physicians/patient/family regarding options for after-care, rapport building with local and area referral sources, and facilitating arrangements for determined discharge disposition.

**November 1986 – July 1987 Southwestern State Hospital, Thomasville, Georgia**

**Rose Haven**

**Acting Lead Nurse, Intermediate/Mental Retardation Unit**

Responsible for the supervision of nursing care of three intermediate level nursing units consisting of ninety patients (age of clients: from 3 months to end of life) at a state licensed long-term care facility for the developmentally disabled. Responsible for monitoring of nursing care plans, participating in treatment team meetings, coordinating medical clinics, and arranging nurse staffing for these units. Successfully guided facility through state and federal inspections.

**June 1985 – Southwestern State Hospital, Thomasville, Georgia**

**October 1986 Rose Haven**

## Registered Nurse, Skilled Nursing Unit

Worked as a registered nurse on a twenty-two-bed skilled nursing unit at a state licensed nursing home for the developmentally disabled. Clients aged 3 months to end of life. Responsible for supervision of licensed practical nurses and certified nurse assistants. Responsible for assessing and evaluating new admissions and developing and maintaining nursing care plans. Provided direct patient care for tracheotomies, gastro-tubes, nasogastric tubes, spica casts, various monitoring equipment as well as medication delivery and routine nursing care.

### ***Publications***

\*Quality Improvement articles in Georgia Hospital Association Quality Newsletter

\*Designed & wrote system-wide Quality Improvement Quarterly Newsletter

\*Wrote series of articles on facets of quality improvement for system-wide newspaper

\*Designed, coordinated, and produced quarterly hospital report card.

### ***Professional Associations & Memberships***

American Holistic Nurses Association

\*Member

International Association of Clinical Simulation & Learning

\*Member

American Association for Continuity of Care

\*Member

Sigma Theta Tau National Nurses Honor Society – Valdosta State University Chapter

\*Member

Sigma Theta Tau National Nurses Honor Society – Thomas University Chapter

\*Member

\*Leadership Succession Committee

Georgia Association for Nursing Education (GANE)

\*Member

Technical College System of Georgia Associate Science Nursing Consortium

\*Secretary

\*Member

Archbold Medical Center

\*Corporation Member

Georgia Hospital Association

\*Past Member

\*Served on the Orion-Ga. Advisory Board

\*Served on the state Council on Small Hospitals

- \*Served on the state Council on Long Term Care
- \*Served on the JCAHO Survey Modification Task Force for Orion-Ga.
- \*Served on the Advisory Council for Healthcare Oversight & Accountability
- \*Served on Search Committee for Georgia-JCAHO Orion Project State Program Director
- \*Served on Planning & Development Committee for Georgia Hospital Association CARE (state-wide indicator system) program
- \*Served on numerous task forces related to indicator development, data integrity and collection, patient satisfaction, etc.

#### Georgia Society of Hospital Social Workers

- \*Past Member
- \*Past District President and State Board Member

#### Georgia Society of Healthcare Quality Improvement

- \*Past Member

#### Georgia Society of Health Information Management

- \*Past Member

#### Georgia Medical Care Foundation

- \*Served as Southwest Georgia District Quality Improvement Coordinator (Volunteer position)

#### American Society for Quality Control

- \*Previous Member

#### National Association of Healthcare Quality

- \*Past Member

#### Past Association: Voluntary Hospital Association

- \*Quality Improvement Council
- \*Satisfisquest Council (Patient Surveys)
- \*Numerous Task Forces related to quality, cost-containment, patient satisfaction, Maryland Indicator Project, etc.

### **Community Activities**

#### All Saints Episcopal Church

- \*Served on Vestry (Board of Directors)
- \*Served as State Vice-President for the Episcopal Church Women
- \*Past State Diocesan Yearbook Chairman and Board Member
- \*Past President, Episcopal Church Women
- \*Previous Bazaar & Auction Chairman
- \*Sunday School Teacher 1-3 grades-past
- \*Member of choir for 5 years
- \*Member of Alter Guild

#### Archbold Home Health Services-1994-1997

- \*Past Advisory Board Member

#### Thomasville Junior Service League

- \* Past President-1995-1997
- \*Editor/Reviewer for new cookbook

date \*Marketing Chairman for cookbook. Pre-sold 1500 books and 10,000 sold to

\*Chairman-Fall Event. Raised \$5,000

\*Supervised first Bargain Bazaar & raised in excess of \$15,000

\*Board Member for 5 years in various capacities

Brookwood School

\*Auction Committee: Procurement Chairman for two years.

\*Assist with seating arrangements at Municipal Auditorium for theater programs

\*Assist in the design & sewing of costumes for theatre/musical productions

\*Service on Teacher Recognition Committee

Thomasville Antiques Show

\*Previous Ad/Marketing Sales

\*Previous Ticket Sales

Decatur County Rotary Club-2000-2002

\*Served on the Bulletin Committee

\*Served on Sweetheart Dinner/Dance Committee

Decatur County Literacy Program-2000-2002

\*Served as a Volunteer Reader at an Elementary School

Decatur County Leadership 2001 Leadership Development Program-Participant

Decatur County United Way: 2001-2002

Past Fundraising Chairman

Past Chairman, Corporate Employee Giving

Current licensure:

• state/license number/expiration date

| State   | License Number | Expiration Date |
|---------|----------------|-----------------|
| Georgia | RN076878       | 01/31/2020      |

| Certification                       | Expiration Date |
|-------------------------------------|-----------------|
| Basic Life Support Instructor (BLS) |                 |

(approved to teach BLS Provider, Heartcode BLS Blended Learning, Heartsaver First Aid CPR AED ILT and Blended Learning, Heartsaver CPR AED ILT and Blended Learning, Heartsaver First Aid ILT and Blended Learning, and Heartsaver Pediatric First Aid CPR AED ILT and Blended Learning: 06/2021

Certification in Healthcare Risk Management (HRM) 07/1997 to Present

Certification in Discharge Planning and Continuity of Care 06/1988 to Present

Certification in HIV Counseling 12/2003 to Present

Certification in Tuberculin Skin Test (State of GA) 01/2004 to Present

Certification in Reiki Energy Therapy 05/2014 to Present

Certification in Healthcare Simulation 06/2016 to Present

### Relevant continuing education for the last three (3) years:

• Date/very brief summary

| Completion Date | Course                                      | Contact HR     | Credentialing Center                |
|-----------------|---|----------------|-------------------------------------|
| 1/27/15         | Best Practices for Online Student Retention | 1 contact hour | Elsevier, Inc.                      |
| 1/27/15         | Blood & airborne Pathogens                  | 1 contact hour | Southern Regional Technical College |

|           |  |                   |   |
|-----------|--|-------------------|---|
| 1/27/15   | Civility   | 1 contact hour    | Southern Regional Technical College   |
| 1/27/15   | Guest Speaker: Customer Service  | 1 contact hour    | Southern Regional Technical College   |
| 1/27/15   | Hazardous Materials  | 1 contact hour    | Southern Regional Technical College   |
| 2/5/15    | Conversion from ANGEL to Blackboard  | 1 contact hour    | Southern Regional Technical College   |
| 2/12/15   | Elsevier SLS Training  | 2 contact hours   | Elsevier, Inc.  |
| 2/17/15   | Elsevier SLS Training  | 2 contact hours   | Elsevier, Inc.  |
| 2/27/15   | Georgia Deans & Directors Meeting  | 2 contact hours   | Georgia Association of Deans and Directors  |
| 3/11/15   | Designing Concept-Focused Simulations  | 20 contact hours  | CAE, Inc.   |
| 3/12/15   | Active Learning  | 8 contact hours   | The Teaching Professor Conference/organized by the Magna Publications, Inc.                         |
| 3/26/15   | IFCC for ASN   | 1 contact hours   | Technical College System of Georgia   |
| 5/25/15   | Blackboard Training  | 8 contact hours   | Technical College System of Georgia   |
| 6/19/15   | Georgia Master Teacher Experience - Co-Director and Technical College System of Georgia  | 50 contact hours  | Southern Regional Technical College   |
| 6/25/15   | BLS Instructor Training  | 4.5 contact hours | American Heart Association. American Nurses Credentialing Center's Commission on Accreditation.     |
| 8/12/15   | Laeradal Intro to SimMan 3G 8  | 8 contact hours   | Laeradal Medical Corporation  |
| 8/31/15   | TEAMS Training   | 1 contact hour    | Southern Regional Technical College   |
| 10/8/15   | Fall ASN Advisory Committee Meeting  | 1 contact hour    | Southern Regional Technical College   |
| 10/15/15  | NCLEX-RN Test Writing Workshop   | 4 contact hours   | Georgia Board of Nursing; National Council for State Boards of Nursing and Alabama Board of Nursing |
| 10/27/15  | International Association for Clinical Simulation and Learning (INACSL) – Fellowship in Simulation – 1st Cohort                | 5 contact hours   | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 12/6/15   | International Association for Clinical Simulation and Learning (INACSL) ) – Fellowship in Simulation – 1st Cohort              | 20 contact hours  | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 2/6/16    | International Association for Clinical Simulation and Learning (INACSL) ) – Fellowship in Simulation – 1st Cohort              | 5 contact hours   | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 2/11/16   | TAACCCT Grant Convening  | 10 contact hours  | United States Department of Labor   |
| 2/22/16   | EAC Visual Data via Blackboard Webinar   | 1 contact hour    | Educational Assessments Corporation (EAC)   |
| 3/7/16    | International Association for Clinical Simulation and Learning (INACSL)  | 20 contact hours  | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 4/6/16    | International Association for Clinical Simulation and Learning (INACSL) -) – Fellowship in Simulation – 1st Cohort             | 3 contact hours   | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 4/14/16   | ASN Advisory Committee Meeting Spring 2016   | 1 contact hour    | Southern Regional Technical College   |
| 4/18/16   | Drug and Alcohol Awareness   | 1 contact hour    | Southern Regional Technical College   |
| 4/18/16   | Ethics   | 1 contact hour    | Southern Regional Technical College   |
| 4/18/16   | Haven Ever-Fi Harassment Training - Part 1. Online   | 1 contact hour    | Southern Regional Technical College   |
| 4/18/16   | Hazardous Materials/Chemical Safety  | 1 contact hour    | Southern Regional Technical College   |
| 4/18/16   | Unlawful Harassment  | 1 contact hour    | Southern Regional Technical College   |
| 4/22/16   | ACEN Self-Study Forum  | 9.5 contact hours | Accreditation Commission for Education in Nursing (ACEN)  |
| 4/28/16   | Creating a Military Friendly Campus  | 1 contact hour    | Southern Regional Technical College   |
| 5/10/16   | International Association for Clinical Simulation and Learning (INACSL) ) – Fellowship in Simulation – 1st Cohort              | 3 contact hours   | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 6/16/16   | International Association for Clinical Simulation and Learning (INACSL) ) – Fellowship in Simulation – 1st Cohort - Graduation | 8 contact hours   | International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.               |
| 6/20/16   | Advisor Training Workshop  | 4 contact hours   | Southern Regional Technical College   |
| 6/30/2016 | Haven Ever-Fi Harassment Training - Part 2. Online   | 1 contact hour    | Southern Regional Technical College   |



6/23/16 International Association for Clinical Simulation and Learning (INACSL) National Conference 31 contact hours  
International Association for Clinical Simulation and Learning (INACSL) and CAE, Inc.

7/14/16 Alabama Master Teacher Experience (AMTE) - Co-Director & Faculty Facilitator 50 contact hours Alabama  
Community College System

9/16/16 ACEN Self-Study Forum 9.5 contact hours Accreditation Commission for Education in Nursing (ACEN)

9/21/16 TCSG Student Success Academy 4 contact hours Technical College System of Georgia

10/13/16 NCWE - National Council on Workforce Education Conference 6 contact hours National Council on  
Workforce Education (NCWE)

10/25/16 Georgia Master Teacher Experience - Director 50 contact hours Southern Regional Technical College and  
Technical College System of Georgia

11/3/16 Telepresence - Brief Intro to Telepresence How to Use 1 contact hours Cisco, Inc. and Vbrick Systems

12/5/16 IFCC for ASN 1 contact hours Technical College System of Georgia

12/5/16 Talk with Me Baby Workshop 1 contact hour Technical College System of Georgia/ Emory University

2/6/17 Telepresence Implementation Training 4 contact hours Cisco, Inc.

05/09/2017 Laerdal Conference 2 contact hours Laerdal Medical Corporation

06/18/2017 BLS Instructor Update 4.5 contact hours American Heart Association. American Nurses  
Credentialing Center's Commission on Accreditation.

06/30/2017 Hazardous Materials/Chemical Safety 1 contact hour Southern Regional Technical College

06/30/2017 Unlawful Harassment 1 contact hour Southern Regional Technical College

06/30/2017 Ethics 1 contact hour Southern Regional Technical College

06/30/2017 Drug and Alcohol Awareness 1 contact hour Southern Regional Technical College

06/30/2017 Haven Training 2 contact hours Southern Regional Technical College

06/30/2017 Office 365 for Users 1 contact hour Southern Regional Technical College

**Relevant scholarly work (e.g., research, publications, presentations, etc.) for the last three (3) years:**

• Date/very brief summary

Date Scholarly Work Summary

06/15/2016 Sims Gone Rogue - International Association for Clinical Simulation and Learning (INACSL) and CAE,  
Inc. Healthcare Simulation Fellowship Thesis Project

-Presentation at International Association for Clinical Simulation and Learning (INACSL) International Conference, Grapevine,  
Texas

10/06/2016 Standards of Best Practices in Simulation Georgia Simulation Alliance; Georgia Association of Nurse  
Educators (GANE) & Laerdal Medical Corporation SUN Regional Meeting

**Keynote Speaker – Presentation**

06/2017 Sims Gone Rogue Continuing to work with INASCL Colleagues to finalize publication of initial work, expand  
research in this area by developing data collection instrument, faculty education training video, and collection of data

11/2017 The Journey: Motivating the Master Teacher - Faculty Motivating Faculty

2017 Ashford Teaching & Learning Conference – Co-Presenter with Benita Moore, PhD, Technical College System of  
Georgia (TCSG)

1985 to Present Sigma theta Tau Epsilon Pi Member

2014 to Present Sigma Theta Tau Phi Tau Member

## Appendix F



UNIVERSITY OF  
NEW ENGLAND

Institutional Review Board  
Mary DeSilva, Chair

**Biddeford Campus**  
11 Hills Beach Road  
Biddeford, ME 04005  
(207)602-2244 T  
(207)602-5905 F

**Portland Campus**  
716 Stevens Avenue  
Portland, ME 04103

To: Claudia Grooms,  
Cc: Bill Boozang, Ed.D.  
From: Liam Harrison, M.A., J.D. CIM  
Date: June 4, 2019  
Project # & Title: 19.05.29-026 Community College Presidents' Leadership Styles and Perceived Impact of Personal Leadership Style on Faculty Relations

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.104 (d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact Liam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Liam Harrison", is written over a light gray rectangular background.

William R. Harrison, M.A., J.D. CIM  
Director of Research Integrity

IRB#: 19.05.29-026  
Submission Date: 05/28/19  
Status: Exempt, 45 CFR 46.104 (d)(2)  
Status Date: 06/04/19

*Appendix G*  
Invitation to Participate in Doctoral Study

Date: June 12, 2019

Dear \_\_\_\_\_,

As an Ed.D. doctoral student completing her dissertation study through the University of New England as well as a current employee within the TCSG system, I am asking for your help with my research and hope that you will participate! I would like to invite you to participate online in the Multifactor Leadership Questionnaire (MLQ) and a Demographic/Perceptual Questionnaire! The MLQ is a well-recognized Leadership Style Survey consisting of 45 questions and takes an average of 15 minutes to complete. A brief Demographic/Perceptual Questionnaire is included at the end of the MLQ and takes an average of 8-10 minutes to complete. You will also be asked to complete an online Consent to Participate document prior to access to the questionnaires.

The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Participation is open to college presidents within the Technical College System. Your participation is voluntary.

There is no cost to you to participate. Approximately 4 weeks after submitting your MLQ Questionnaire, you will receive your individual results of the Multi-Factor Leadership Questionnaire (MLQ) along with a group norm at no charge as a thank-you for participating. **Please use the link below to complete the online consent form and MLQ by June 22, 2019.**

**MLQ Questionnaire link:** <https://transform.mindgarden.com/rsvp/28941>

Permission to conduct the research has been obtained from the University of New England (UNE) Institutional Research Board (IRB). Your personal identifying information will be redacted by Mind Garden, Inc. Transform prior to transmitting the group aggregate data of participating presidents to the researcher. All data is analyzed in a group aggregate comprised of all participants. The researcher and the researcher's dissertation committee will have access only to the group aggregated data with all identifying data redacted. Participant information will be maintained on a secure network that is password protected. If you have any questions or concerns, please contact me at 229-221-3120 or cgrooms@une.edu.

Your participation is greatly appreciated. Thank you so much for your time and effort!

Sincerely,  
Claudia

Claudia Grooms, MSN, RN, Principal Investigator  
Doctoral Student, University of New England

*Appendix H*

Reminder: Invitation to Participate in Doctoral Study

Dear \_\_\_\_\_,

As an Ed.D. doctoral student completing her dissertation study through the University of New England as well as a current employee within the TCSG system, I am asking for your help with my research and hope that you will participate!

I would like to invite you to participate online in the Multifactor Leadership Questionnaire (MLQ) and a Demographic/Perceptual Questionnaire! The MLQ is a well-recognized Leadership Style Survey consisting of 45 questions and takes an average of 10 minutes to complete. A brief Demographic/Perceptual Questionnaire is included at the end of the MLQ and takes an average of 5-8 minutes to complete. You will also be asked to complete an online Consent to Participate document prior to access to the questionnaires.

There is no cost to you to participate. Approximately 4 weeks after submitting your MLQ Questionnaire, you will receive your individual results of the Multi-factor Leadership Questionnaire (MLQ) along with a group norm at no charge as a thank-you for participating.

**Please use the link below to complete the online consent form and MLQ by Saturday July 13, 2019 when the survey will close.**

**MLQ Questionnaire link:** <https://transform.mindgarden.com/rsvp/28941>

**Login Directions:** If you have never been to the Mind Garden website, please enter the above "To" email address exactly as this email was addressed to you) in the "New to Mind Garden" section. Re-enter the email, create a password and register. If you *have* previously used the above "To" email address to enter the Mind Garden site, then you will need to reset your password to access this survey. If you have any difficulty, please email or call (229-221-3120) me.

The purpose of this exploratory multiple case study is to develop an understanding of community college presidents' various leadership styles as well as to explore perceptions of their relationship with faculty and the manner in which personal leadership style impacts faculty relations. Participation is open to college presidents within the Technical College System. Your participation is voluntary.

Permission to conduct the research has been obtained from the University of New England (UNE) Institutional Research Board (IRB). Your personal identifying information will be redacted by Mind Garden, Inc. Transform prior to transmitting the group aggregate data of participating presidents to the researcher. All data is analyzed in a group aggregate comprised of all participants. The researcher and the researcher's dissertation committee will have access only to the group aggregated data with all identifying data redacted. Participant information will be maintained on a secure network that is password protected.

If you have any questions or concerns, please contact me at 229-221-3120 or [cgrooms@une.edu](mailto:cgrooms@une.edu). Your participation is greatly appreciated. Thank you so much for your time and effort!

Sincerely,  
Claudia

Claudia Grooms, MSN, RN, Principal Investigator  
Doctoral Student, University of New England

*APPENDIX I***DUNE: DigitalUNE CONTRIBUTOR AGREEMENT**

**LICENSE GRANT:** In consideration of the University of New England (together with any of its parents, subsidiaries or affiliates, "UNE") making my work available via DUNE: DigitalUNE, I do hereby grant UNE a non-exclusive, royalty-free, perpetual, irrevocable, fully assignable and fully sublicensable right and license to reproduce, display, perform, modify, create derivative works from, maintain and share copies of my original work noted above ("Submission") via DUNE: DigitalUNE, under and pursuant to the terms and conditions of this Agreement. UNE reserves the right to refuse or remove my Submission at any time and for any reason it deems appropriate.

**REPRESENTATION OF ORIGINAL AUTHORSHIP:** I represent and warrant that I have all rights, title and interests necessary to grant the license and permissions contained within this Agreement.

**COPYRIGHT:** I certify, represent and warrant that (i) I have full power and authority to enter into this Agreement and to submit my Submission to DUNE: DigitalUNE; (ii) the execution, delivery and performance of this Agreement does not violate the terms of any agreement or contract (oral or written) to which I am bound; (iii) the Submission does not and will not, as a result of use by UNE or any other party authorized by UNE as part of DUNE: DigitalUNE, violate or infringe any intellectual property or other rights of any third party, including, without limitation, any copyrights, patents, trade secrets, or trademarks; and (iv) the Submission does not and will not, as a result of use by UNE or any other party authorized by UNE as part of DUNE: DigitalUNE constitute defamation, invasion of privacy, or a violation of publicity or other rights of any person or entity. If portions of my Submission, including, without limitation, video, images, music, or data sets, are owned by third parties, I hereby represent that I have obtained all permissions and consents necessary to use such materials within my Submissions and to make such available via DUNE: DigitalUNE, and that all such third party materials are appropriately acknowledged and cited as part of my Submission. Furthermore, if my work includes interviews or other depictions of individuals, I have included signed permissions from such individuals allowing me to use their name and/or likeness within my

Submission and to make such available via DUNE: DigitalUNE. In the event that a third party files an action or claim against UNE based on any misrepresentation I have made in this Agreement and/or as a result of my breach of this Agreement, then I agree to defend, indemnify, and hold harmless, UNE and its successors and assigns, officers, directors, agents, and employees, against any such action or claim, as well as any resulting loss, liability, or damage whatsoever (including, but not limited to, the reasonable expenses of investigation and defending against any claim or suit, any amount paid in settlement thereof, and any reasonable attorneys' fees). In the event of such a claim, I agree to cooperate with UNE in the defense of such matter and agree that UNE may, at its election, control the defense of such matter. I further agree to reimburse UNE for all costs and expenses, including, without limitation, reasonable attorneys' fees, incurred by UNE should I breach this Agreement and UNE is required to enforce any provision of this Agreement.

**ACCESS AND USE:** My Submission, or portions thereof, will be maintained in an open access online digital environment via DUNE: DigitalUNE. The Submission, irrespective of its access level, is intended for educational purposes only. Signing this document neither endorses nor authorizes the commercial use of my Submission in DUNE: DigitalUNE by UNE or any other person or organization, but I acknowledge that UNE will not and cannot control the use of my Submission by others. Liability for any copyright infringement of my Submission, downloaded from DUNE: DigitalUNE, will fall solely upon the infringing user, and responsibility for enforcing my copyright and other rights in and to my Submission falls solely on me. I agree that UNE may, without changing the content, convert my Submission to any medium or format necessary for the purpose of long-term preservation, and may also keep more than one copy of my Submission for preservation purposes.

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**TERM:** This agreement will remain in effect unless permission is withdrawn by Contributor via written request to UNE Library Services. UNE may terminate this Agreement and/or withdraw my Submission from DUNE: DigitalUNE as UNE deems appropriate or necessary.

**MISCELLANEOUS:** A waiver of any breach of this Agreement must be in writing and signed by me and an officer or other authorized representative of UNE. No such waiver shall be construed to affect or imply a subsequent waiver of the same provision or a subsequent breach of this Agreement. In the event that any provision of this Agreement is determined by a court to be invalid or unenforceable, such provision shall be modified by the court so as to be enforceable to the full extent of the law, and the remaining provisions of this Agreement shall remain in full force and effect. This Agreement contains the entire understanding of the parties with respect to my Submission and supersedes all prior agreements and understandings between the parties with respect to my Submission. This Agreement shall be governed by and construed in accordance with the laws of the State of Maine and the exclusive jurisdiction and venue for any disputes arising hereunder shall be resolved in the state or federal courts located in Cumberland County, Maine.

Reviewed and agreed to via email as indicated above.